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ABSTRACT

The curriculum guide for middle and junior high school grades presents 15 resource units, designed to simulate business career situations, organized into five sections: clerical (receptionist, general office worker, cashier, typist, and accounting clerk), secretarial/stenographic (secretary, court reporter, executive secretary), accounting and data processing (accountant, payroll accountant, data processing worker), and business ownership/professional (director of sales, travel agent, promotion manager, and manager of a small retail store). One additional unit covers writing letters of application and resumes. Each unit provides the unit's purpose, major activities, procedures for the teacher to follow before class begins and during class, optional activities, student materials for the major activities, background information about the occupation described in the unit, and teachers' keys which provide suggestions for discussions related to the simulation activity. Three appendixes (self-awareness activities, guidelines for conducting field trips, and guidelines for conducting interviews) comprise 35 pages of the document. (JR)

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BO-CEC

Business and Office Careers Course Guide

Junior High and Middle Schools

AUG 27 1975

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BO-CEC

BUSINESS AND OFFICE CAREERS COURSE GUIDE

JUNIOR HIGH AND MIDDLE SCHOOLS

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THIS GUIDE IS ONE OF FOUR
BO-CEC JUNIOR HIGH/MIDDLE
SCHOOL CURRICULUM GUIDES:

- Business and Office Careers Course Guide
- English Resource Guide
- Math Resource Guide
- Social Studies Resource Guide

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FOREWORD

The national Business and Office Career Education Curriculum project was funded for two years with Colorado State University by the Department of Health, Education, and Welfare to produce career education curriculum guides for middle and junior high schools, a career education curriculum guide for grades K-6, and a secondary/post-secondary career education publication. The project monitor, representing the Department of Health, Education, and Welfare, is James H. Wykle.

Orginally, three guides were prepared for middle and junior high schools: English Resource Guide, Math Resource Guide, and Social Studies Resource Guide. These guides were designed to supplement, enrich, and reinforce the usual classroom instruction in English, mathematics, and social studies and, at the same time, introduce career education. Business teachers who saw these guides asked whether a similar guide could be prepared for use in teaching a "business careers" courses at the junior high school level. Although not a part of the project contract, this guide has been prepared in response to the request of these teachers. Because this guide is a compilation and modification of materials from the BO-CEC English and Math Resource Guides, it is recommended that it not be used in schools in which the English and Math Resource Guides are used (or, conversely, that the English and Math Resource Guides not be used in schools in which this guide is used).

This guide can be used to introduce students to business careers in a general career exploration course, a business careers course, an introduction to business course, or a general business course at the junior high or middle school level. In using this guide and any of the other BO-CEC guides, teachers are urged to add and delete activities or make any adaptations in the various units which will make the units more effective in individual classrooms.

During the 1974-75 school year, the BO-CEC guides were made available to the following test sites for limited dissemination: Fulton County, Georgia; Detroit, Michigan; East Detroit, Michigan; Western Michigan University, Kalamazoo; New Orleans, Louisiana; Plainfield, New Jersey; San Diego, California; Freemont, California; Sidney, Nebraska; Pueblo, Colorado; Cortez, Colorado; and Fort Collins, Colorado.

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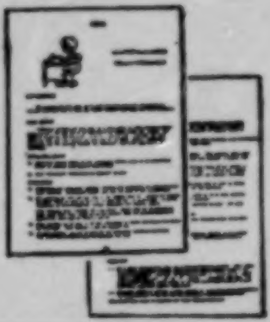
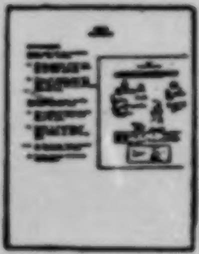
ORGANIZATION OF UNITS



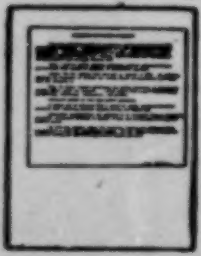
PURPOSE

The first one or two pages of each unit give the *purpose*, briefly describe the *major activities*, and suggest *procedures* to be followed *before class begins and during class.*



TEACHER'S KEYS

Teacher's Keys follow the General or Background Information sheet. Each key provides answers or suggested answers to a simulation activity. Each key also provides suggestions for discussions related to the simulation activity.



GENERAL INFORMATION

The *General Information or Background Information* sheet provides teachers with information about the occupation described in the unit.

STUDENT MATERIALS

The student materials for the major activities are located at the end of each unit and are printed on white paper so that they can be reproduced easily.

UNIT 1

A DAY ON THE JOB WITH A RECEPTIONIST AT A TELEVISION STATION

PURPOSE

The purpose of this unit is to acquaint students with the type of work performed by a RECEPTIONIST.

MAJOR ACTIVITY

The major activity in this unit is a six-page simulation of the work performed by Brenda Allen, a receptionist employed by a television studio. The simulation contains activities typical of those performed by receptionists in any organization--answering the telephone, taking messages, greeting visitors, and editing routine material for typing. The suggested procedures for administering the simulation are as follows:

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Receptionists" on page 11.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 5.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss the other topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1. Matching Activity: Page contains an activity that requires students to match words and numbers on one list with those on another list. Duplicate enough copies of the matching exercise to give each student a copy. After students have worked through the activity, check their answers, using the key below. In a discussion, develop the idea that both as workers and consumers we must often compare information for correctness. (Examples: comparing a sales slip with the price tag on a garment; comparing the price of a meal on a menu with the price the waitress writes on the bill; comparing checkbook balance with bank balance when bank statement is received, etc.)

Matching Activity Key

1. x	6. w	11. o
2. u	7. z	12. e
3. a	8. q	13. t
4. h	9. r	14. y
5. i	10. f	15. k

2. Have students select a "class receptionist." When visitors or student messengers come to the classroom, the receptionist will be responsible for greeting them, discovering the purpose of their visit, and (if appropriate) introducing them to the teacher or class. The receptionist's job might be rotated among the class members every week or two. The class or a class committee should develop a job manual for the class receptionist. The manual would explain how to greet visitors, how to introduce visitors, and how to take messages for the teacher or other class member.

3. Ask students whether they think receptionists are generally men or women. If most students answer *women*, develop the idea that while this is true today, work stereotypes are rapidly changing. Men are now going into jobs previously held primarily by women, and women are going into jobs held primarily by men in the past. Ask students to give some examples. *(Possible examples include: WOMEN truck drivers, airline pilots; MALE nurses, airline stewards; telephone operators, secretaries, etc.)*

   Explain that there is a movement to do away with occupational titles that indicate the sex of the worker and replace them with neuter titles. For example, the terms, "steward" and "stewardess" might be called "cabin attendants;" "waiter" and "waitress" might be called "food servers;" and so forth. A government publication listing suggesting new titles has been published.

4. Ask two student volunteers to act out the following situation which is representative of situations that a receptionist might encounter. Explain the situation to the two students and allow them time to work up their own dialogue. After students have acted out the situation, encourage other class members to discuss the strengths and weaknesses of the way in which the receptionist handled the situation. Ask students to describe how they would have handled the situation had they been the receptionist.

SITUATION: *Dealing with an angry caller*

Mrs. Hite calls WOBY TV and berates Sumi Iguchi, the receptionist, because she (Mrs. Hite) does not like the programs being shown on WOBY TV. She talks on and on about the poor programs. Sumi wants to terminate the conversation as quickly as possible without offending Mrs. Hite. How should she handle the situation?

(One way Sumi might handle the situation is to tell Mrs. Hite that the studio would appreciate receiving a letter from her explaining what she does not like about the programs and suggesting the kinds of programs she would like.)

After the situation has been acted out, develop with students the idea that people can often deal most effectively with others who are angry by showing concern for the cause of their anger. Ask students to tell about times they have been angry and other people have made them more or less angry by the things they said or did.

5➔ Call your local telephone company educational representative and arrange for a "tele-trainer" to be installed in the classroom for a day or two. The tele-trainer consists of two phones connected through a switch box so that students can take turns placing calls, answering calls, and talking with one another over the tele-trainer phones. Develop a "telephone etiquette" unit to be used as a tele-trainer activity.

THE MATCHING GAME

Many workers, such as receptionists, general office workers, secretaries, ticket agents, and others spend much time matching one word with another or one set of numbers with another. See how well you can match words and numbers by reading each item in Column A below and placing in the blank the letter from the matching item in Column B.

Column A

______1. 291-7981

______2. occasionally

______3. 834-5432

______4. Jacob Dirkson

______5. $79.89

______6. parallel

______7. commitment

______8. $54.45

______9. advise

______10. $79.98

______11. 86-57-843-6545

______12. 291-7891

______13. breath

______14. dessert

______15. 334-766-8358

Column B

a. 834-5432
b. paralell
c. ocassionally
d. 834-4532
e. 291-7891
f. $79.98
g. 86-57-843-6455
h. Jacob Dirkson
i. $79.89
j. advice
k. 334-766-8358
l. $54.54
m. breathe
n. committment
o. 86-57-843-6545
p. Jacob D. Dirkson
q. $54.45
r. advise
s. desert
t. breath
u. occasionally
v. 334-766-8538
w. parallel
x. 291-7981
y. dessert
z. commitment

UNIT 1

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who are receptionists. If so ask whether they think that the receptionists they know really do the types of things described here.

b. Ask students to describe other types of work performed by the receptionists they know.

In a discussion develop the idea that a receptionist:

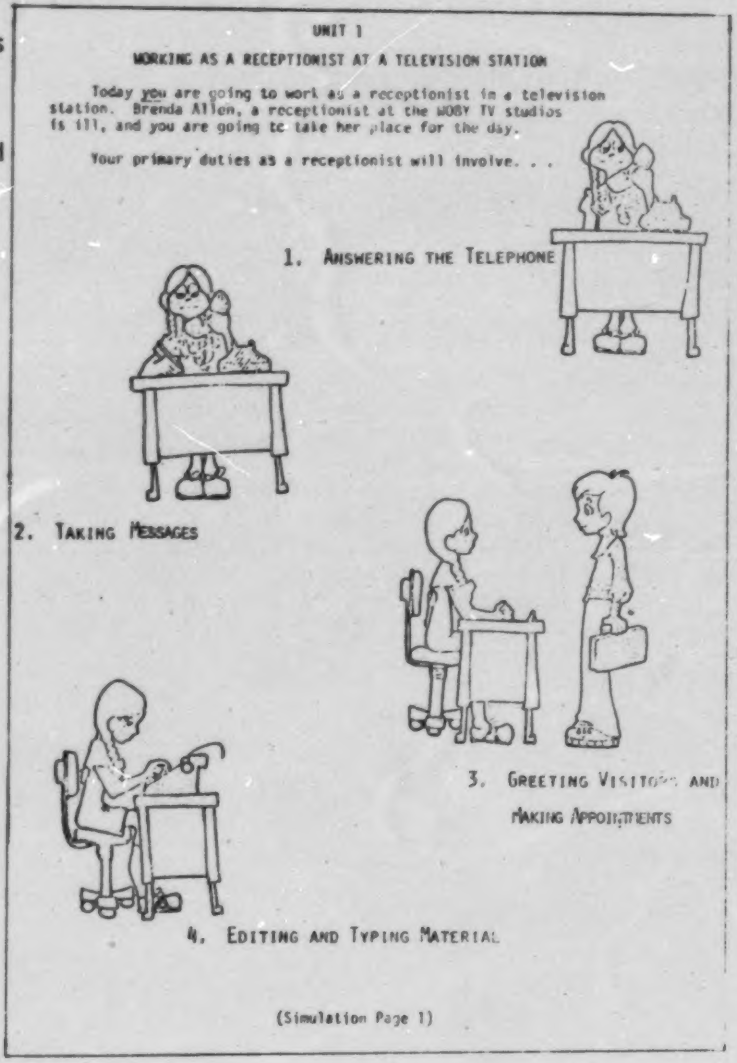
a. must be well groomed.

b. should enjoy meeting people.

c. should speak clearly and precisely.

d. must be pleasant and courteous.

e. should screen callers and visitors. Emphasize that employers often cannot or do not want to--receive all callers.



UNIT 1

WORKING AS A RECEPTIONIST AT A TELEVISION STATION

Today you are going to work as a receptionist in a television station. Brenda Allen, a receptionist at the WOBY TV studios is ill, and you are going to take her place for the day.

Your primary duties as a receptionist will involve. . .

1. ANSWERING THE TELEPHONE

2. TAKING MESSAGES

3. GREETING VISITORS AND MAKING APPOINTMENTS

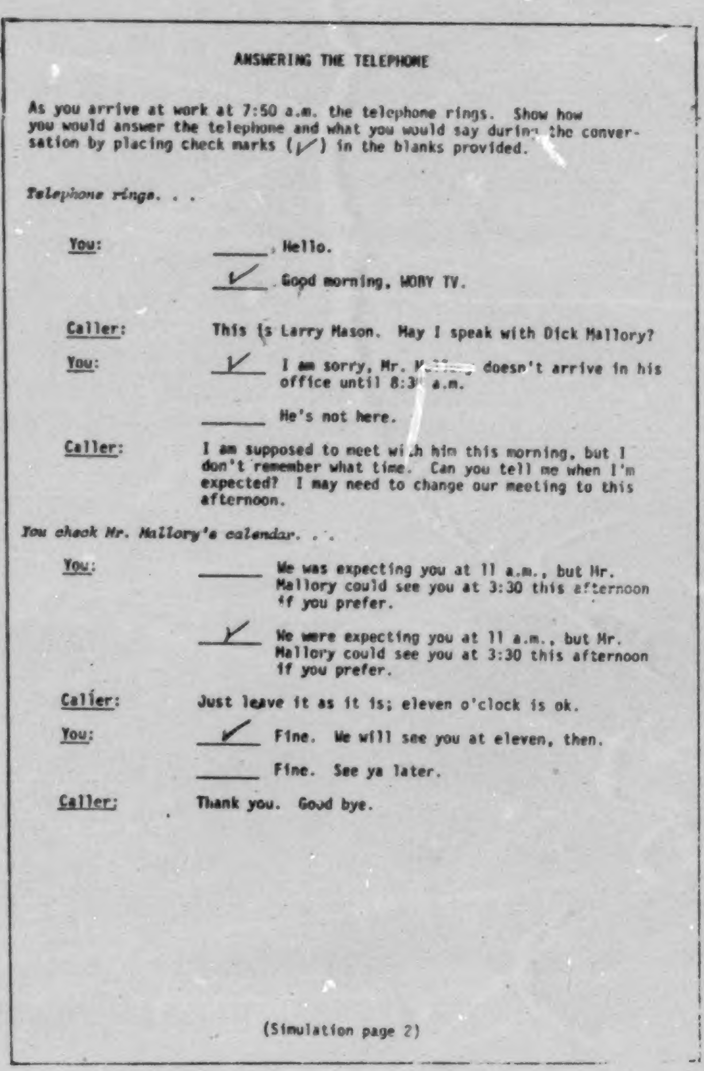
4. EDITING AND TYPING MATERIAL

(Simulation Page 1)

Simulation page 2

CHECK:

The preferred answers are checked in the illustration at the right:



ANSWERING THE TELEPHONE

As you arrive at work at 7:50 a.m. the telephone rings. Show how you would answer the telephone and what you would say during the conversation by placing check marks (✓) in the blanks provided.

Telephone rings. . .

You: ______ Hello.

[✓ Good morning, WQRY TV.]

Caller: This is Larry Mason. May I speak with Dick Mallory?

You: [✓ I am sorry, Mr. Mallory doesn't arrive in his office until 8:30 a.m.]

______ He's not here.

Caller: I am supposed to meet with him this morning, but I don't remember what time. Can you tell me when I'm expected? I may need to change our meeting to this afternoon.

You check Mr. Mallory's calendar. . .

You: ______ We was expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

[✓ We were expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.]

Caller: Just leave it as it is; eleven o'clock is ok.

You: [✓ Fine. We will see you at eleven, then.]

______ Fine. See ya later.

Caller: Thank you. Good bye.

(Simulation page 2)

Optional Discussion Topic

- . It is good business practice to answer the phone by saying the name of the company. *Why?*
- . Discuss the types of information one should be sure to ask for when taking a message from a caller -- name, complete telephone number, message, and so forth.

Simulation page 3

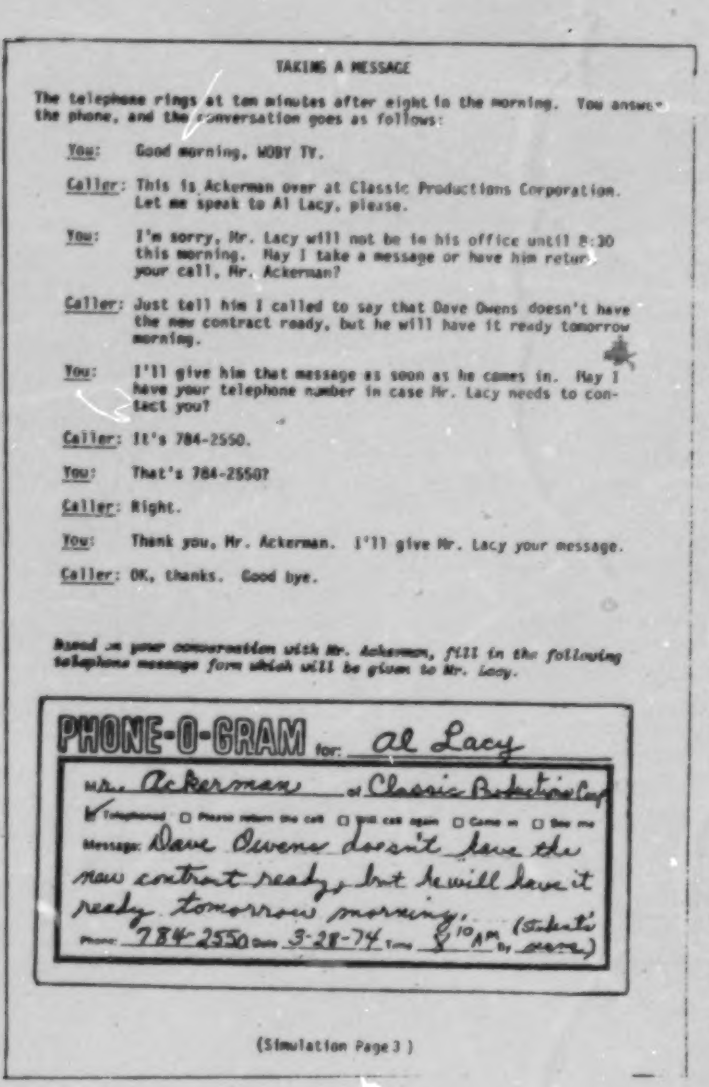
CHECK:

Read aloud the handwritten information on Phone-O-Gram at the right so students can check their forms. (Messages may vary, but all information should have been included.)

Optional Discussion Topic

. The receptionist in the conversation at the right repeated the telephone number that Mr. Ackerman gave. Discuss with students the reason for this.

(Receptionist repeated the number to be sure it had been written down correctly; it is easy to make an error in writing numbers.)



TAKING A MESSAGE

The telephone rings at ten minutes after eight in the morning. You answer the phone, and the conversation goes as follows:

You: Good morning, WOBY TV.

Caller: This is Ackerman over at Classic Productions Corporation. Let me speak to Al Lacy, please.

You: I'm sorry, Mr. Lacy will not be in his office until 8:30 this morning. May I take a message or have him return your call, Mr. Ackerman?

Caller: Just tell him I called to say that Dave Owens doesn't have the new contract ready, but he will have it ready tomorrow morning.

You: I'll give him that message as soon as he comes in. May I have your telephone number in case Mr. Lacy needs to contact you?

Caller: It's 784-2550.

You: That's 784-2550?

Caller: Right.

You: Thank you, Mr. Ackerman. I'll give Mr. Lacy your message.

Caller: OK, thanks. Good bye.

Based on your conversation with Mr. Ackerman, fill in the following telephone message form which will be given to Mr. Lacy.

PHONE-O-GRAM for: Al Lacy

Mr. Ackerman of Classic Productions Corp

☑ Telephoned ☐ Please return the call ☐ Will call again ☐ Came in ☐ See me

Message: Dave Owens doesn't have the new contract ready, but he will have it ready tomorrow morning.

Phone 784-2550 Date 3-28-74 Time 8^10 AM By (Student's name)

(Simulation Page 3)

Simulation page 4

CHECK:

Mr. Lacy is free at 2:30 this afternoon.

(2:30 is the first time Mr. Lacy has open for an appointment.)

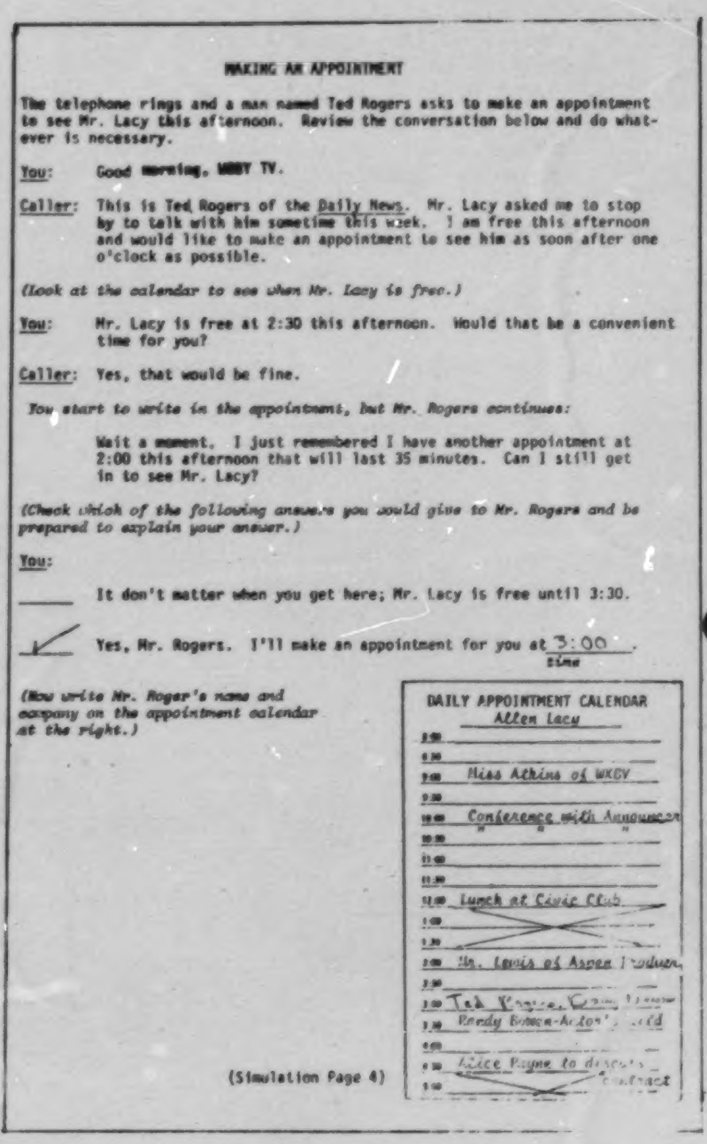
Answer B is correct. "Yes, Mr. Rogers. I'll write your name on his calendar for a 3 o'clock appointment".

(3 is the earliest Mr. Rogers could arrive from his other appointment to see Mr. Lacy.)

Optional Discussion Topic

. Discuss the reason for writing Ted Roger's name on the calendar.

Reason: So receptionist won't forget and give someone else an appointment for the same time. Also, so that Mr. Lacy will know that Mr. Rogers is coming to see him.



MAKING AN APPOINTMENT

The telephone rings and a man named Ted Rogers asks to make an appointment to see Mr. Lacy this afternoon. Review the conversation below and do whatever is necessary.

You: Good morning, WBBY TV.

Caller: This is Ted Rogers of the Daily News. Mr. Lacy asked me to stop by to talk with him sometime this week. I am free this afternoon and would like to make an appointment to see him as soon after one o'clock as possible.

(Look at the calendar to see when Mr. Lacy is free.)

You: Mr. Lacy is free at 2:30 this afternoon. Would that be a convenient time for you?

Caller: Yes, that would be fine.

You start to write in the appointment, but Mr. Rogers continues:

Wait a moment. I just remembered I have another appointment at 2:00 this afternoon that will last 35 minutes. Can I still get in to see Mr. Lacy?

(Check which of the following answers you would give to Mr. Rogers and be prepared to explain your answer.)

You:

☐ It don't matter when you get here; Mr. Lacy is free until 3:30.

☑ Yes, Mr. Rogers. I'll make an appointment for you at 3:00 (time).

(Now write Mr. Roger's name and company on the appointment calendar at the right.)

DAILY APPOINTMENT CALENDAR
Allen Lacy

8:00
8:30
9:00 Miss Atkins of WXCV
9:30
10:00 Conference with Announcer
10:30 " " "
11:00
11:30
12:00 Lunch at Civic Club
1:00
1:30
2:00 Mr. Lewis of Aspen Producer
2:30
3:00 Ted Rogers, Daily News
3:30 Randy Bowen-Actor's Guild
4:00
4:30 Alice Payne to discuss contract
5:00

(Simulation Page 4)

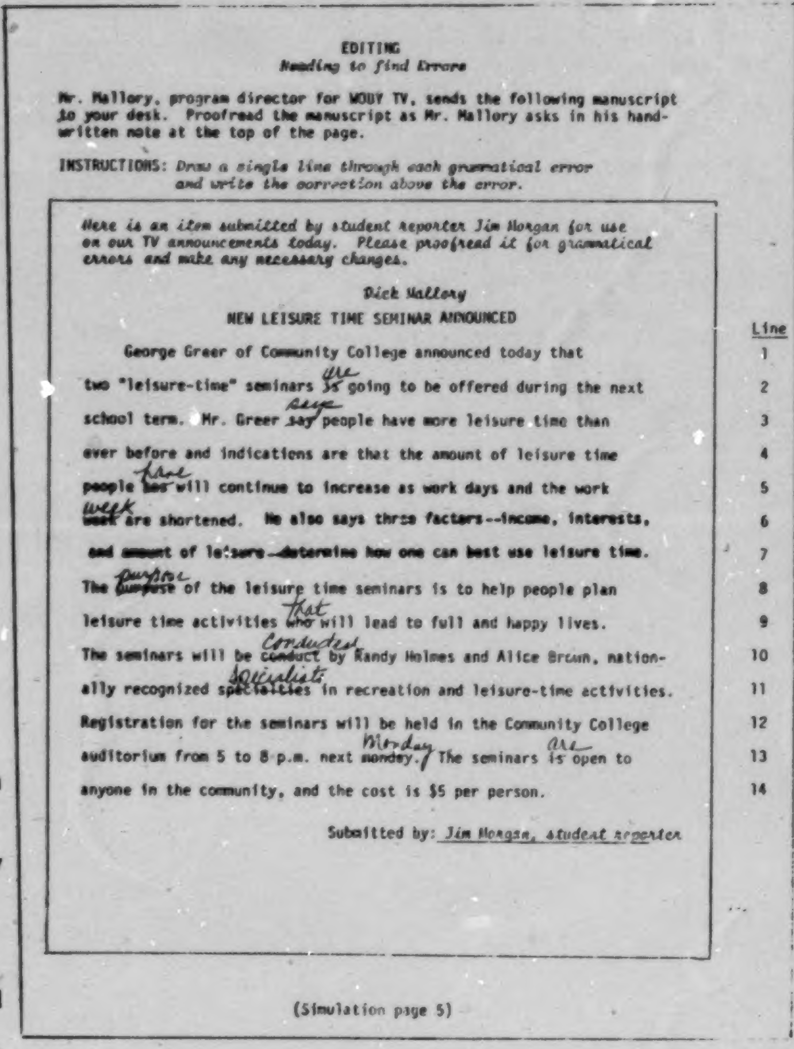
Simulation page 5

Errors should have been corrected as follows:

- . .seminars are going
- . .Mr. Greer says people
- . .people have will continue
- . .the work week are
- . .The purpose of the
- . .activities that will
- . .will be conducted by
- . .nationally recognized specialists in
- . .next Monday.
- . .seminars are open

Optional Discussion Topics

- Explain that although not all receptionists are given manuscripts to edit, most are expected to type and, when typing, to correct any errors in the materials they type.
- You may wish to discuss what leisure time means and the idea that many people become bored when they have time on their hands because they have few hobbies or interests.



EDITING

Reading to find Errors

Mr. Mallory, program director for WOUY TV, sends the following manuscript to your desk. Proofread the manuscript as Mr. Mallory asks in his handwritten note at the top of the page.

INSTRUCTIONS: *Draw a single line through each grammatical error and write the correction above the error.*

Here is an item submitted by student reporter Jim Morgan for use on our TV announcements today. Please proofread it for grammatical errors and make any necessary changes.

Dick Mallory

NEW LEISURE TIME SEMINAR ANNOUNCED

George Greer of Community College announced today that two "leisure-time" seminars ~~is~~ are going to be offered during the next school term. Mr. Greer ~~say~~ says people have more leisure time than ever before and indications are that the amount of leisure time people ~~has~~ have will continue to increase as work days and the work ~~weeks~~ week are shortened. He also says three factors--income, interests, and amount of leisure--determine how one can best use leisure time. The ~~purpose~~ purpose of the leisure time seminars is to help people plan leisure time activities ~~who~~ that will lead to full and happy lives. The seminars will be ~~conduct~~ conducted by Randy Holmes and Alice Brown, nationally recognized ~~specialties~~ specialists in recreation and leisure-time activities. Registration for the seminars will be held in the Community College auditorium from 5 to 8 p.m. next ~~monday~~ Monday. The seminars ~~is~~ are open to anyone in the community, and the cost is $5 per person.

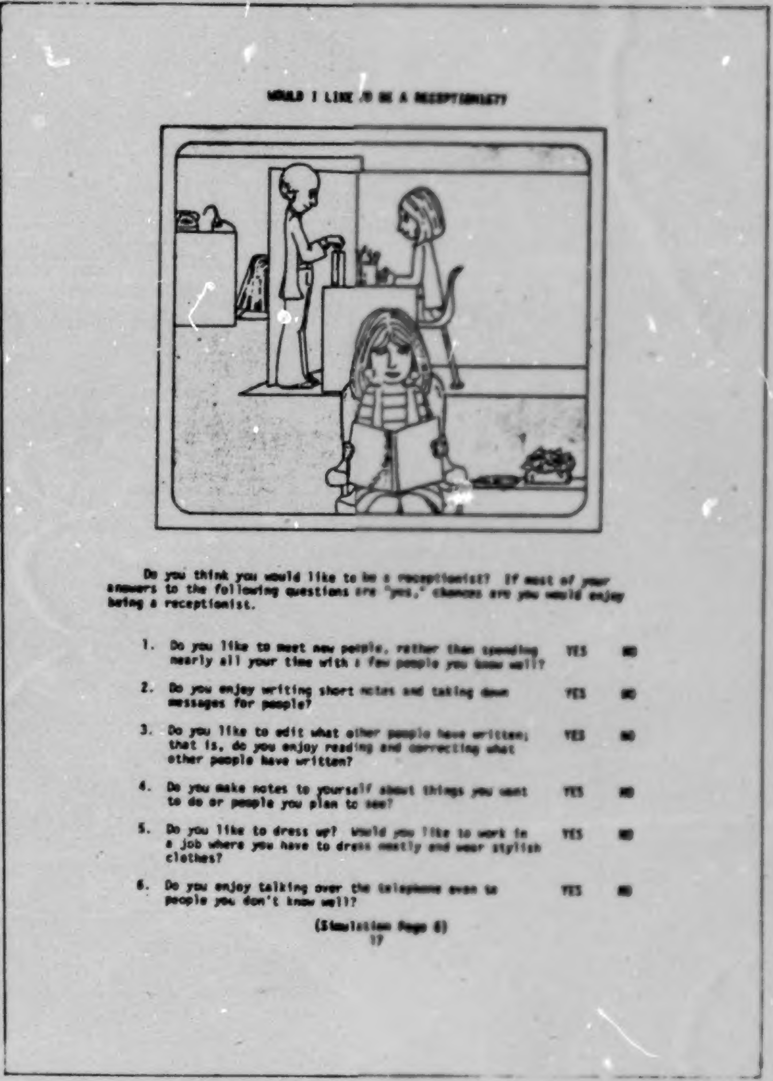
Submitted by: *Jim Morgan, student reporter*

(Simulation page 5)

Simulation page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A RECEPTIONIST?

Do you think you would like to be a receptionist? If most of your answers to the following questions are "yes," chances are you would enjoy being a receptionist.

1. Do you like to meet new people, rather than spending nearly all your time with a few people you know well? YES NO
2. Do you enjoy writing short notes and taking down messages for people? YES NO
3. Do you like to edit what other people have written; that is, do you enjoy reading and correcting what other people have written? YES NO
4. Do you make notes to yourself about things you want to do or people you plan to see? YES NO
5. Do you like to dress up? Would you like to work in a job where you have to dress neatly and wear stylish clothes? YES NO
6. Do you enjoy talking over the telephone even to people you don't know well? YES NO

(Simulation Page 6)
17

BACKGROUND INFORMATION ON RECEPTIONISTS

The business office in nearly all organizations has a receptionist or a designated employee who performs the duties of a receptionist. The receptionist, in greeting visitors and clients and answering the telephone, provides a vital link between the organization and the public. The receptionist who provides efficient and courteous assistance to visitors and callers creates good will for the organization and is therefore a real asset to the organization.

The duties of a receptionist vary from one organization to another, but practically all receptionists perform the following duties:

- .Attend front desk and answer the telephone
- .Greet and announce callers
- .Schedule appointments
- .Keep current file on clients' names, addresses, and telephone numbers
- .Answer routine questions and inquiries about the organization
- .Use reference materials as necessary to answer questions

Generally, the receptionist is pleasant, courteous, and efficient; has a clear and precise manner of speaking; uses Standard English in communicating both orally and in writing; writes legibly; types accurately; and edits material to be typed for grammar, punctuation, and spelling. (In some offices, however, the receptionist is not required to type or edit materials.) Often the only employment requirements for receptionists are a high school diploma and the characteristics mentioned above.

Currently, over 300,000 receptionists are employed in the United States, and each year through the 1970's an estimated 23,000 new jobs will become available. Approximately 95 percent of all currently employed receptionists are women, but more men may enter this career field as job stereotypes change.

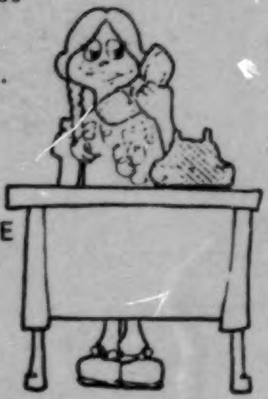
Though generally receptionists do not earn a very large salary (somewhat less than qualified secretaries), taking a job as a receptionist is one way to get into an organization. Once in the organization, a receptionist might meet people who can help him or her move into other types of jobs in the organization.

UNIT 1

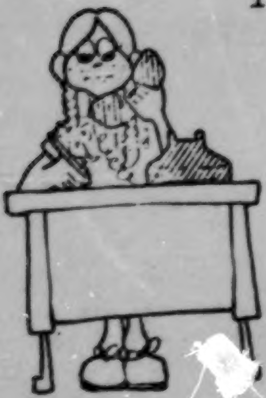
WORKING AS A RECEPTIONIST AT A TELEVISION STATION

Today you are going to work as a receptionist in a television station. Brenda Allen, a receptionist at the WORY TV studios is ill, and you are going to take her place for the day.

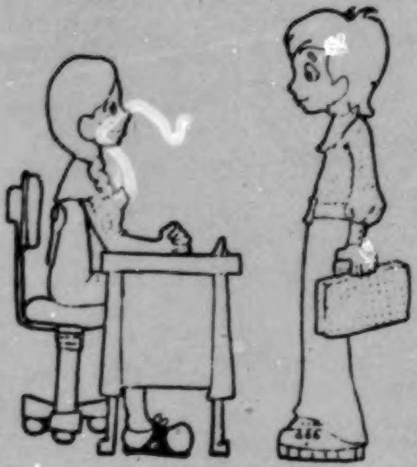
Your primary duties as a receptionist will involve. . .



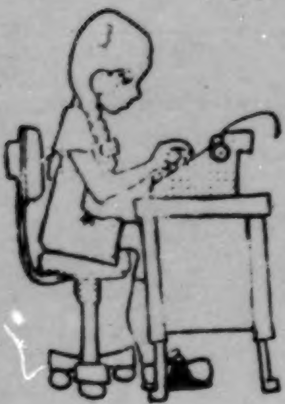
1. ANSWERING THE TELEPHONE



2. TAKING MESSAGES



3. GREETING VISITORS AND SCHEDULING APPOINTMENTS



4. EDITING AND TYPING MATERIAL

ANSWERING THE TELEPHONE

As you arrive at work at 7:50 a.m. the telephone rings. Show how you would answer the telephone and what you would say during the conversation by placing check marks (✓) in the blanks provided.

Telephone rings. . .

You: ______ Hello.

______ Good morning, WOBY TV.

Caller: This is Larry Mason. May I speak with Dick Mallory?

You: ______ I am sorry, Mr. Mallory doesn't arrive in his office until 8:30 a.m.

______ He's not here.

Caller: I am supposed to meet with him this morning, but I don't remember what time. Can you tell me when I'm expected? I may need to change our meeting to this afternoon.

You check Mr. Mallory's calendar. . .

You: ______ We was expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

______ We were expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

Caller: Just leave it as it is; eleven o'clock is ok.

You: ______ Fine. We will see you at eleven, then.

______ Fine. See ya later.

Caller: Thank you. Good bye.

TAKING A MESSAGE

The telephone rings at ten minutes after eight in the morning. You answer the phone, and the conversation goes as follows:

You: Good morning, WOBY TV.

Caller: This is Ackerman over at Classic Productions Corporation. Let me speak to Al Lacy, please.

You: I'm sorry, Mr. Lacy will not be in his office until 8:30 this morning. May I take a message or have him return your call, Mr. Ackerman?

Caller: Just tell him I called to say that Dave Owens doesn't have the new contract ready, but he will have it ready tomorrow morning.

You: I'll give him that message as soon as he comes in. May I have your telephone number in case Mr. Lacy needs to contact you?

Caller: It's 784-2550.

You: That's 784-2550?

Caller: Right.

You: Thank you, Mr. Ackerman. I'll give Mr. Lacy your message.

Caller: OK, thanks. Good bye.

Based on your conversation with Mr. Ackerman, fill in the following telephone message form which will be given to Mr. Lacy.

PHONE-O-GRAM for: ____________________

M________________________ of ________________________

☐ Telephoned ☐ Please return the call ☐ Will call again ☐ Came in ☐ See me

Message:

Phone ____________ Date ____________ Time ____________ By ____________

SCHEDULING AN APPOINTMENT

The telephone rings and a man named Ted Rogers asks to make an appointment to see Mr. Lacy this afternoon. Review the conversation below and do whatever is necessary.

You: Good morning, WOBY TV.

Caller: This is Ted Rogers of the Daily News. Mr. Lacy asked me to stop by to talk with him sometime this week. I am free this afternoon and would like to make an appointment to see him as soon after one o'clock as possible.

(Look at the calendar to see when Mr. Lacy is free.)

You: Mr. Lacy is free at 2:30 this afternoon. Would that be a convenient time for you?

Caller: Yes, that would be fine.

You start to write in the appointment, but Mr. Rogers continues:

Wait a moment. I just remembered I have another appointment at 2:00 this afternoon that will last 35 minutes. Can I still get in to see Mr. Lacy?

(Check which of the following answers you would give to Mr. Rogers and be prepared to explain your answer.)

You:

______ It don't matter when you get here; Mr. Lacy is free until 3:30.

______ Yes, Mr. Rogers. I'll make an appointment for you at __________.
time

(Now write Mr. Roger's name and company on the appointment calendar at the right.)

DAILY APPOINTMENT CALENDAR
Allen Lacy

8:00	
8:30	
9:00	Miss Atkins of WXBY
9:30	
10:00	Conference with Announcer
10:30	" " "
11:00	
11:30	
12:00	Lunch at Civic Club
1:00	
1:30	
2:00	Mr. Lewis of Aspen Producer
2:30	
3:00	
3:30	Randy Bowen-Actor'sGuild
4:00	
4:30	Alice Payne to discuss
5:00	contract

EDITING

Reading to find Errors

Mr. Mallory, program director for WOBY TV, sends the following manuscript to your desk. Proofread the manuscript as Mr. Mallory asks in his handwritten note at the top of the page.

INSTRUCTIONS: *Draw a single line through each grammatical error and write the correction above the error.*

Here is an item submitted by student reporter Jim Morgan for use on our TV announcements today. Please proofread it for grammatical errors and make any necessary changes.

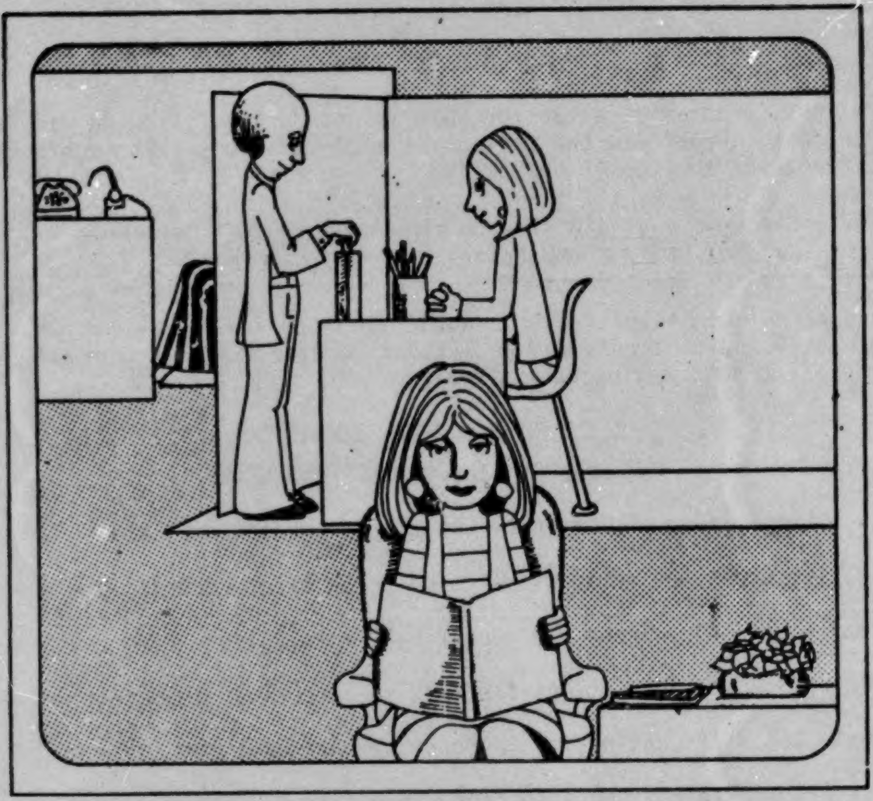
Dick Mallory

NEW LEISURE TIME SEMINAR ANNOUNCED

George Greer of Community College announced today that two "leisure-time" seminars is going to be offered during the next school term. Mr. Greer say people have more leisure time than ever before and indications are that the amount of leisure time people has will continue to increase as work days and the work weak are shortened. He also says three factors--income, interests, and amount of leisure--determine how one can best use leisure time. The purpuse of the leisure time seminars is to help people plan leisure time activities who will lead to full and happy lives. The seminars will be conduct by Randy Holmes and Alice Brown, nationally recognized specialties in recreation and leisure-time activities. Registration for the seminars will be held in the Community College auditorium from 5 to 8 p.m. next monday. The seminars is open to anyone in the community, and the cost is $5 per person.

Submitted by: *Jim Morgan, student reporter*

WOULD I LIKE TO BE A RECEPTIONIST?



Do you think you would like to be a receptionist? If most of your answers to the following questions are "yes," chances are you would enjoy being a receptionist.

1. Do you like to meet new people, rather than spending nearly all your time with a few people you know well? YES NO

2. Do you enjoy writing short notes and taking down messages for people? YES NO

3. Do you like to edit what other people have written; that is, do you enjoy reading and correcting what other people have written? YES NO

4. Do you make notes to yourself about things you want to do or people you plan to see? YES NO

5. Do you like to dress up? Would you like to work in a job where you have to dress neatly and wear stylish clothes? YES NO

6. Do you enjoy talking over the telephone even to people you don't know well? YES NO

UNIT 2

WORKING AS A

GENERAL OFFICE WORKER

FOR THE

ASPEN SKI CORPORATION

PURPOSE

The purpose of this unit is to acquaint students with the type of work performed by a GENERAL OFFICE WORKER.

MAJOR ACTIVITIES

The major activity in this unit is a six-page simulation of the work performed by Ken Eubanks, a general office worker for the Aspen Ski Corporation--an organization which operates hotels, ski shops, restaurants, and other businesses in Aspen, Colorado. The simulation contains activities which might be typical of those performed by general office workers in any organization--editing, giving directions, comparing information, and completing business forms.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on General Office Workers" on page 29.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 23.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

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OPTIONAL ACTIVITIES

1 Most office workers should be familiar with procedures for placing long distance phone calls. Have students use the following "Phone Book Information Pages" (adapted from Bell Directory) to find answers to the questions shown on the page entitled "Information, Please." Duplicate the two "Phone Book Information Pages" and the page of "Information, Please" questions (pp. 22) before class so that each student will have a copy for desk use.

2 Nearly all office workers use various reference books on their jobs. Give students an opportunity to use references by asking them to find answers to questions such as those shown below. (You should, of course, provide the required references and a sheet containing the questions to be answered.)

Sample Questions:	Reference
1) What is the correct spelling of the word "occassionally" (occasionally)	Dictionary
2) How many syllables are in the word "particular"? Draw a vertical line after each syllable. (4; par|tic|u|lar)	20,000 Words or Dictionary
3) What is the name, address, and telephone number of two local hardware stores? (See your local directory)	Phone book; Yellow Pages
4) What is the telephone number for local directory assistance? (See your local directory)	Phone book: Front Pages
5) What is the telephone number for the superintendent of schools? (See your local directory.)	Phone book: White or Yellow Pages
6) What is the zip code for the Christopher Inn in Columbus, Ohio, at 300 East Broadway? (43215)	Zip Code Directory
7) What is the zip code for Fort Collins, Colorado? (80521)	Zip Code Directory
8) What are the order number and cost of the most expensive boy's bicycle in the catalog? (See catalog)	Catalog
9) What are the order numbers and prices of the two items in the catalog you would most like to have? (See catalog)	Catalog
10) What is another name for a scallion? (onion)	Thesaurus or Dictionary

References needed: Dictionary; Phone Book (white and yellow pages) Zip Code Directory; Catalog; and Thesaurus (optional). You might also show students references written specifically for office workers (such as The Secretary's Handbook.)

PHONE BOOK INFORMATION PAGES

long distance calls

Customer Dialed Calls — LOWEST RATES
Station-to-Station

<table>
<tr><th></th><th>SAT.</th><th>SUN.</th><th>MON. THRU FRI.</th></tr>
<tr><td>8:00 AM TO 5:00 PM</td><td colspan="2">WEEKEND RATE</td><td>DAY RATE</td></tr>
<tr><td>5:00 PM TO 11:00 PM</td><td></td><td colspan="2">EVENING RATE</td></tr>
<tr><td>11:00 PM TO 8:00 AM</td><td colspan="3">NIGHT RATE</td></tr>
</table>

Operator Assisted Calls — HIGHER RATES
Station-to-Station — Collect —
Credit Card — Coin

<table>
<tr><th></th><th>SAT.</th><th>SUN.</th><th>MON. THRU FRI.</th></tr>
<tr><td>8:00 AM TO 5:00 PM</td><td></td><td></td><td>DAY RATE</td></tr>
<tr><td>5:00 PM TO 8:00 AM</td><td colspan="3">EVENING RATE</td></tr>
</table>

Person-to-Person — HIGHEST RATE — Minimum 3 minute initial period charge is same for all hours of every day.

Holidays — On New Year's Day, July 4th, Labor Day, Thanksgiving and Christmas Day, evening rates apply from 8 AM to 11 PM, night rates apply from 11 PM to 8 AM. If the holiday occurs on Sat. or Sun., Sat. and Sun. rates apply.

Time at the calling point determines the applicable rate period.

area codes for some cities

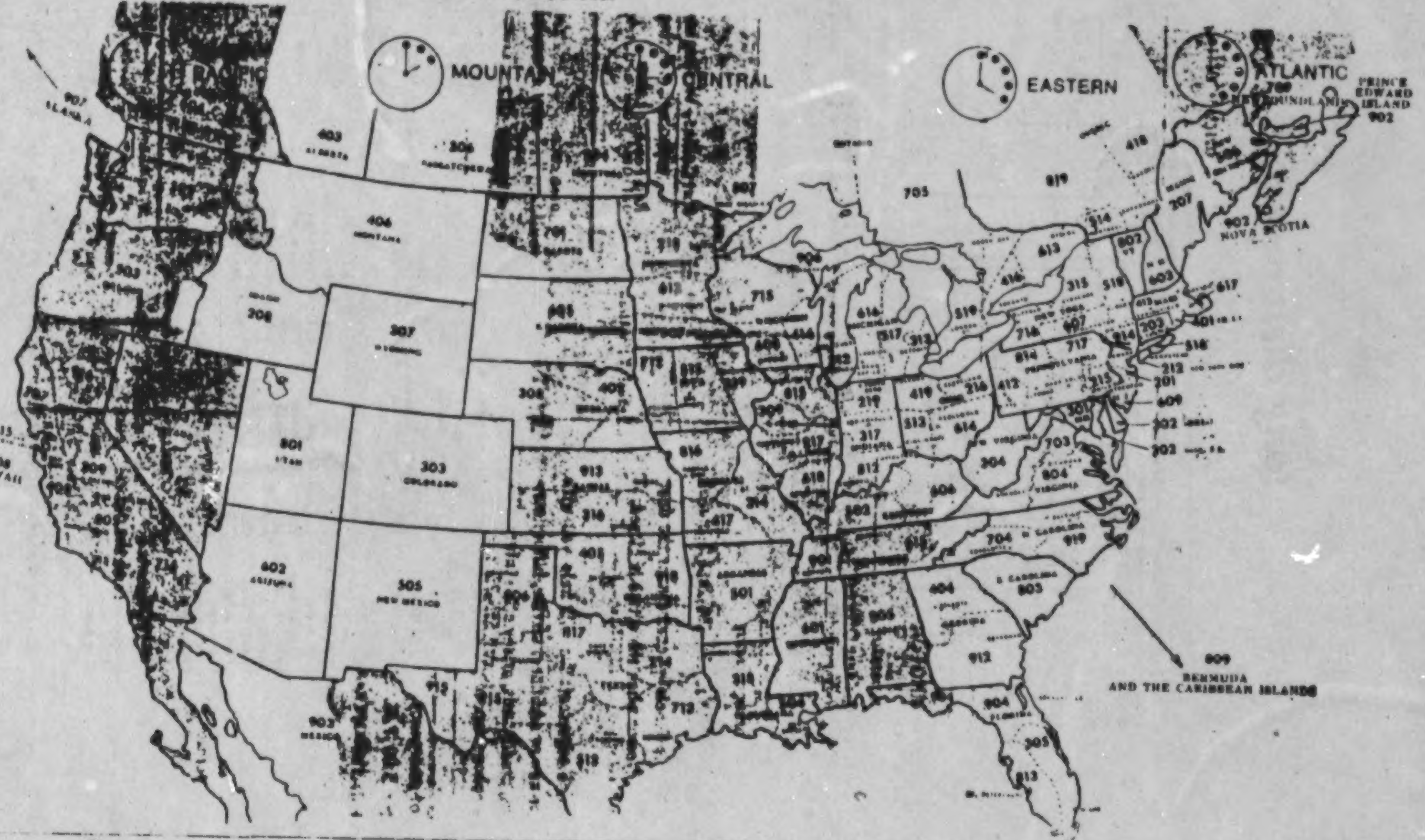
place	area code
ALABAMA	
all locations	205
ALASKA	
all locations	907
ARIZONA	
all locations	602
ARKANSAS	
all locations	501
CALIFORNIA	
Anaheim	714
Angels Camp	209
Arcadia	213
Auburn	916
Bakersfield	805
Beverly Hills	213
Compton	213
Covina	213
El Centro	714
Eureka	707
Fresno	209
Glendale	213
Inglewood	213
Long Beach	213
DELAWARE	
all locations	302
DISTRICT OF COLUMBIA	
all locations	202
FLORIDA	
Ft. Myers	813
Jacksonville	904
Miami	305
West Palm Beach	305
GEORGIA	
Atlanta	404
Augusta	404
Brunswick	912
Savannah	912
HAWAII	
all locations	808
IDAHO	
all locations	208
KANSAS	
Augusta	316
Coffeyville	316
Dodge City	316
Emporia	316
Garden City	316
Kansas City	913
Leavenworth	913
Salina	913
Topeka	913
Wichita	316
KENTUCKY	
Lexington	606
Louisville	502
LOUISIANA	
Baton Rouge	504
New Orleans	504
Shreveport	318
MAINE	
all locations	207
MARYLAND	
all locations	301
MISSOURI	
Kansas City	816
St. Joseph	816
St. Louis	314
Springfield	417
MONTANA	
all locations	406
NEBRASKA	
Chadron	308
Cozad	308
Grand Island	308
Holdredge	308
Kimball	308
Lincoln	402
Mitchell	308
North Platte	308
Ogallala	308
Omaha	402
Scottsbluff	308
Sidney	308
NEVADA	
all locations	702
NEW HAMPSHIRE	
all locations	603
NEW JERSEY	
Asbury Park	201
Jersey Cit	201
OHIO	
Akron	216
Cincinnati	513
Cleveland	216
Columbus	614
Dayton	513
Springfield	513
Toledo	419
Youngstown	216
OKLAHOMA	
Bartlesville	918
Oklahoma City	405
Tulsa	918
OREGON	
all locations	503
PENNSYLVANIA	
Altoona	814
Erie	814
Philadelphia	215
Pittsburgh	412
Reading	215
Scranton	717
Wilkes-Barre	717
RHODE ISLAND	
all locations	401
SOUTH CAROLINA	
all locations	803

long distance directory assistance—Dial "1", plus the area code for the place you want, plus 555-1212.

long distance calls

area codes speed your long distance calls

The U.S. and Canada are divided into more than 120 telephone areas. Each area has a 3 figure area code. Your area code is 303 (see map). The area code of the telephone you are calling should be dialed or given to the operator if it is different from the area code of the telephone you are using. It should not be used if it is the same. (When placing call with operator, say, for example, "I want Area Code 312 555-2364.")—When you give someone your telephone number, include your area code if they need it to return your call.—A list of selected area codes is on call-guide 8. Time Zones (Standard Time) are shown.


PACIFIC
MOUNTAIN
CENTRAL
EASTERN
ATLANTIC
907 ALASKA
808 HAWAII
415
403 ALBERTA
306 SASKATCHEWAN
406 MONTANA
208 IDAHO
307 WYOMING
801 UTAH
303 COLORADO
602 ARIZONA
505 NEW MEXICO
903 MEXICO
705
819
613
416
418
207
902 NOVA SCOTIA
PRINCE EDWARD ISLAND 902
617
401
203
518
315
716
607
717
814
412
215
201
609
302
202
703
304
804
919
704
803
404
912
904
305
813
809 BERMUDA AND THE CARIBBEAN ISLANDS
713
512
915
817
214
405
913
316
816
314
618
217
312
317
219
419
216
614
513
606
502
615
901
601
205
501
318
504
715
612
605
701
218
515
319
402
308

INFORMATION, PLEASE

Directions: Answer the following questions by referring to the Phone Book Information Pages distributed by your teacher or to your local telephone directory.

1. At what time does the Night Rate (lowest rate) go into effect on customer-dialed calls? . . . . ____________
2. In what time zone is Wyoming?. . . . . ____________
3. What is the area code for Mexico?. . . . . ____________
4. What long distance number would you dial to get Directory Assistance in Arizona?. . . . . ____________
5. What is the complete number you would dial if you were calling 874-2234 in Denver, Colorado?. . . . . ____________
6. What is the area code for San Francisco, California? . . . . . . ____________
7. At what time is the Evening Rate in effect on operator-assisted calls? . . . . ____________
8. What rate is in effect at 10 a.m. on Christmas Day?. . . . . . . ____________
9. What time is it in Raleigh, North Carolina, when it is 2 o'clock in Billings, Montana?. . . . . ____________
10. What is the area code for Hawaii?. . . . . ____________

UNIT 2

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who work as general office workers.

b. If some students say yes, ask in what type organization the general office worker is employed.

c. Ask the students to describe the type of work they think the general office workers they know perform.

In a discussion develop the idea that a general office worker performs a variety of activities on the job. These activities often include:

--editing and typing (and in some cases composing) letters, memorandums, and reports.

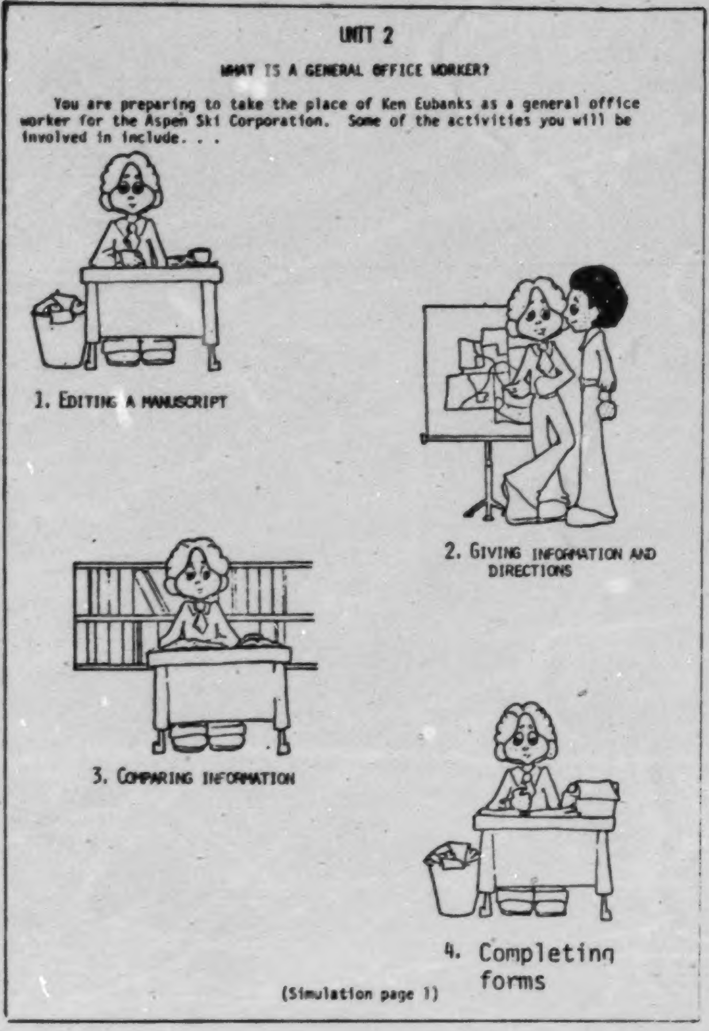
--recording and comparing data; processing other types of information.

--following directions and giving directions to others.

--answering the telephone and opening and sorting mail.

--keeping financial records.

In performing these activities they use various office machines such as typewriters, calculators, adding machines, copying machines, etc.



UNIT 2

WHAT IS A GENERAL OFFICE WORKER?

You are preparing to take the place of Ken Eubanks as a general office worker for the Aspen Ski Corporation. Some of the activities you will be involved in include. . .

1. EDITING A MANUSCRIPT

2. GIVING INFORMATION AND DIRECTIONS

3. COMPARING INFORMATION

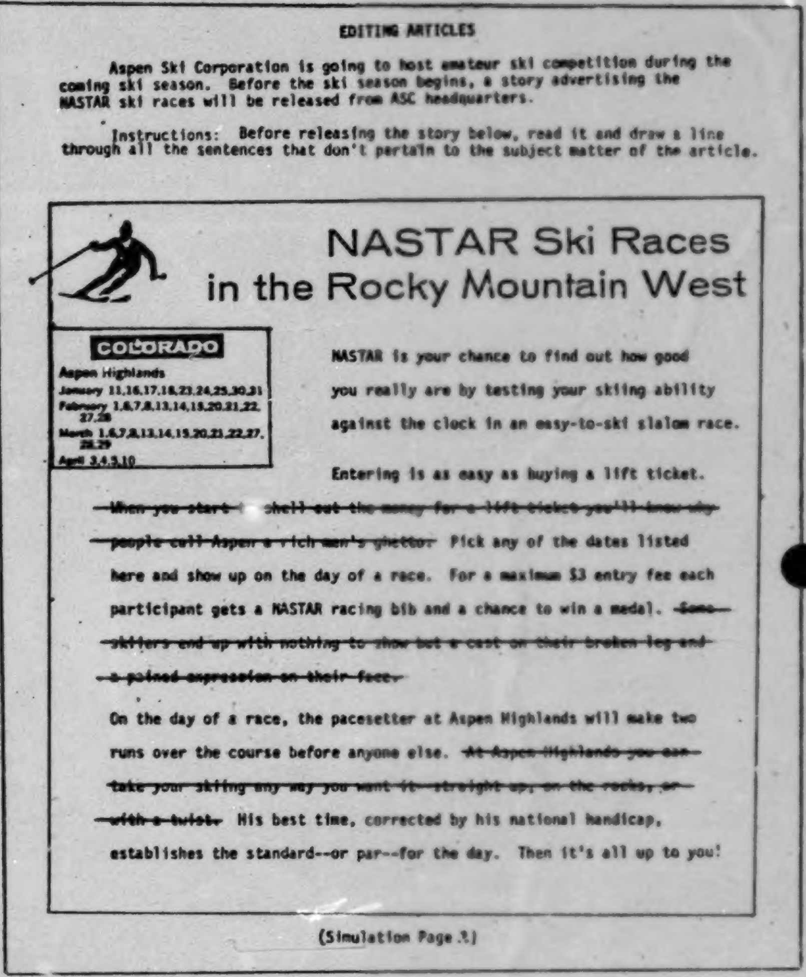
4. Completing forms

(Simulation page 1)

Simulation Page 2

CHECK:

The article on the right has three sentences that do not relate to the subject of the article. Go over the article with the students and point out the sentences that should be crossed out.



EDITING ARTICLES

Aspen Ski Corporation is going to host amateur ski competition during the coming ski season. Before the ski season begins, a story advertising the NASTAR ski races will be released from ASC headquarters.

Instructions: Before releasing the story below, read it and draw a line through all the sentences that don't pertain to the subject matter of the article.

NASTAR Ski Races
in the Rocky Mountain West

COLORADO

Aspen Highlands
January 11,16,17,18,23,24,25,30,31
February 1,6,7,8,13,14,15,20,21,22,27,28
March 1,6,7,8,13,14,15,20,21,22,27,28,29
April 3,4,5,10

NASTAR is your chance to find out how good you really are by testing your skiing ability against the clock in an easy-to-ski slalom race.

Entering is as easy as buying a lift ticket. ~~When you start to shell out the money for a lift ticket you'll know why people call Aspen a rich man's ghetto.~~ Pick any of the dates listed here and show up on the day of a race. For a maximum $3 entry fee each participant gets a NASTAR racing bib and a chance to win a medal. ~~Some skiers end up with nothing to show but a cast on their broken leg and a pained expression on their face.~~

On the day of a race, the pacesetter at Aspen Highlands will make two runs over the course before anyone else. ~~At Aspen Highlands you can take your skiing any way you want it--straight up, on the rocks, or with a twist.~~ His best time, corrected by his national handicap, establishes the standard--or par--for the day. Then it's all up to you!

(Simulation Page 2)

Simulation Page 3

CHECK:

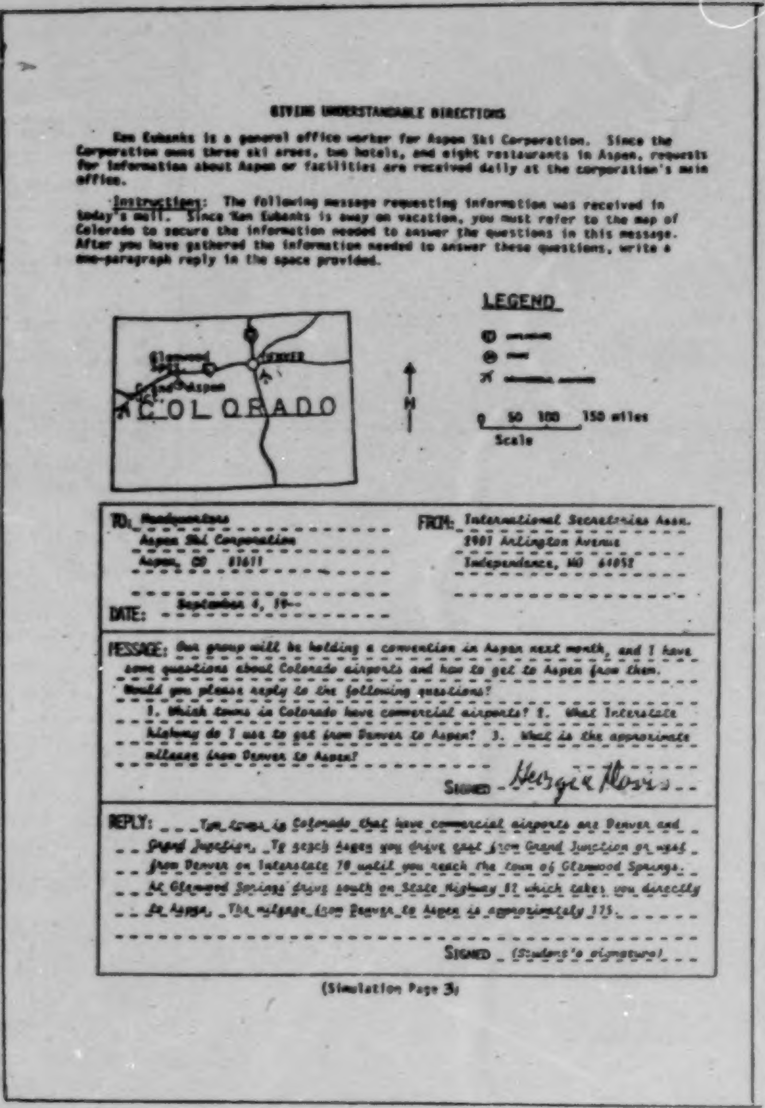
Be sure that each of the questions asked by Georgia Davis is answered in paragraph form. Each student should have included the following:

1. Denver and Grand Junction have commercial airports.

2. A traveler uses Interstate 70 to reach Aspen from Denver.

3. It is approximately 175 miles from Denver to Aspen.

A sample reply is shown in the illustration at the right.


Glenwood Springs
Denver
Grand Junction
Aspen
COLORADO
N
LEGEND
0 50 100 150 miles
Scale

GIVING UNDERSTANDABLE DIRECTIONS

Ken Eubanks is a general office worker for Aspen Ski Corporation. Since the Corporation owns three ski areas, two hotels, and eight restaurants in Aspen, requests for information about Aspen or facilities are received daily at the corporation's main office.

Instructions: The following message requesting information was received in today's mail. Since Ken Eubanks is away on vacation, you must refer to the map of Colorado to secure the information needed to answer the questions in this message. After you have gathered the information needed to answer these questions, write a one-paragraph reply in the space provided.

TO: Headquarters
Aspen Ski Corporation
Aspen, CO 81611

DATE: September 4, 19--

FROM: International Secretaries Assn.
2901 Arlington Avenue
Independence, MO 64052

MESSAGE: Our group will be holding a convention in Aspen next month, and I have some questions about Colorado airports and how to get to Aspen from them. Would you please reply to the following questions?
1. Which towns in Colorado have commercial airports? 2. What Interstate highway do I use to get from Denver to Aspen? 3. What is the approximate mileage from Denver to Aspen?

SIGNED Georgia Davis

REPLY: Two towns in Colorado that have commercial airports are Denver and Grand Junction. To reach Aspen you drive east from Grand Junction or west from Denver on Interstate 70 until you reach the town of Glenwood Springs. At Glenwood Springs drive south on State Highway 82 which takes you directly to Aspen. The mileage from Denver to Aspen is approximately 175.

SIGNED (Student's signature)

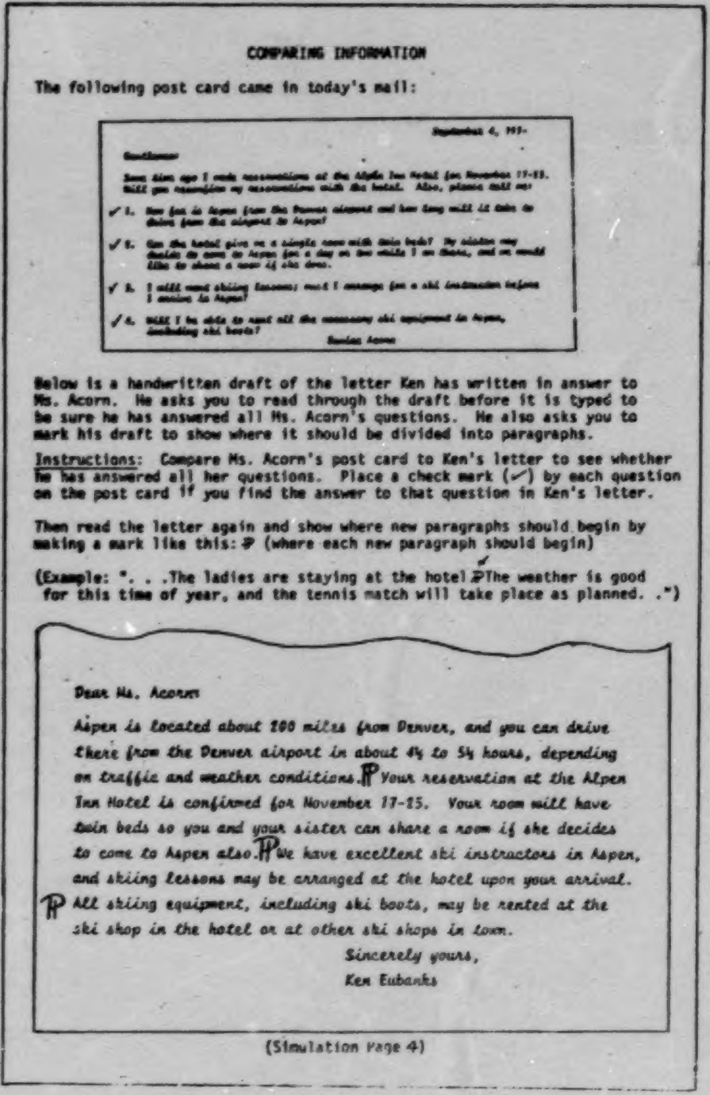
(Simulation Page 3)

Simulation Page 4

CHECK:

Students should have placed a checkmark by each item on the post card since each question has been answered in Ken Eubank's letter.

Students should have placed paragraph marks (¶) in the letter to Ms. Acorn as shown in the illustration at the right.



COMPARING INFORMATION

The following post card came in today's mail:

Below is a handwritten draft of the letter Ken has written in answer to Ms. Acorn. He asks you to read through the draft before it is typed to be sure he has answered all Ms. Acorn's questions. He also asks you to mark his draft to show where it should be divided into paragraphs.

Instructions: Compare Ms. Acorn's post card to Ken's letter to see whether he has answered all her questions. Place a check mark (✓) by each question on the post card if you find the answer to that question in Ken's letter.

Then read the letter again and show where new paragraphs should begin by making a mark like this: ¶ (where each new paragraph should begin)

(Example: ". . .The ladies are staying at the hotel.¶The weather is good for this time of year, and the tennis match will take place as planned. .")

Dear Ms. Acorn:

Aspen is located about 200 miles from Denver, and you can drive there from the Denver airport in about 4½ to 5½ hours, depending on traffic and weather conditions.¶Your reservation at the Alpen Inn Hotel is confirmed for November 17-25. Your room will have twin beds so you and your sister can share a room if she decides to come to Aspen also.¶We have excellent ski instructors in Aspen, and skiing lessons may be arranged at the hotel upon your arrival.

¶All skiing equipment, including ski boots, may be rented at the ski shop in the hotel or at other ski shops in town.

Sincerely yours,
Ken Eubanks

(Simulation Page 4)

Simulation page 5

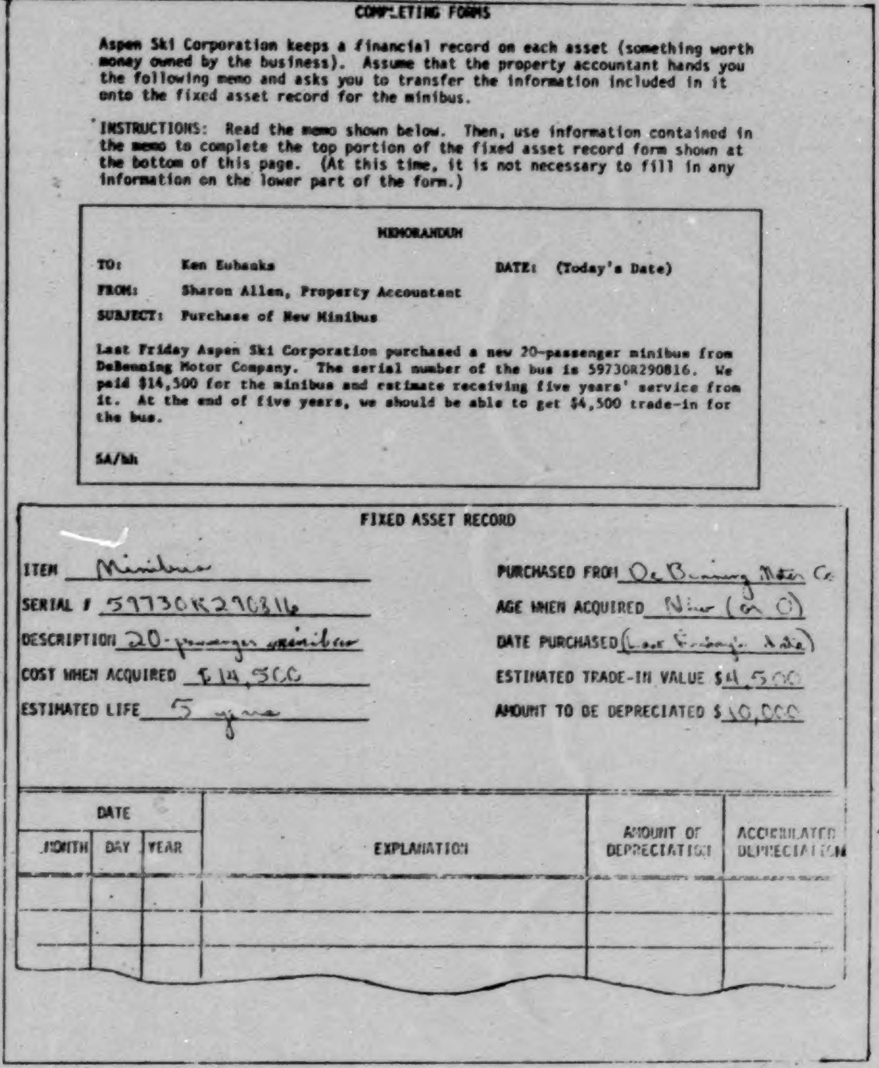
CHECK:

Students should have completed the Fixed Asset Record Form as shown in the key at the right.

Optional Discussion Topics

. Ask students to name reasons a business would keep asset records on property owned.

. Ask students to name types of property for which individual records would be kept.



COMPLETING FORMS

Aspen Ski Corporation keeps a financial record on each asset (something worth money owned by the business). Assume that the property accountant hands you the following memo and asks you to transfer the information included in it onto the fixed asset record for the minibus.

INSTRUCTIONS: Read the memo shown below. Then, use information contained in the memo to complete the top portion of the fixed asset record form shown at the bottom of this page. (At this time, it is not necessary to fill in any information on the lower part of the form.)

MEMORANDUM

TO: Ken Eubanks **DATE:** (Today's Date)
FROM: Sharon Allen, Property Accountant
SUBJECT: Purchase of New Minibus

Last Friday Aspen Ski Corporation purchased a new 20-passenger minibus from DeBenning Motor Company. The serial number of the bus is 59730R290816. We paid $14,500 for the minibus and estimate receiving five years' service from it. At the end of five years, we should be able to get $4,500 trade-in for the bus.

SA/bh

FIXED ASSET RECORD

ITEM Minibus
SERIAL # 59730R290816
DESCRIPTION 20-passenger minibus
COST WHEN ACQUIRED $14,500
ESTIMATED LIFE 5 years

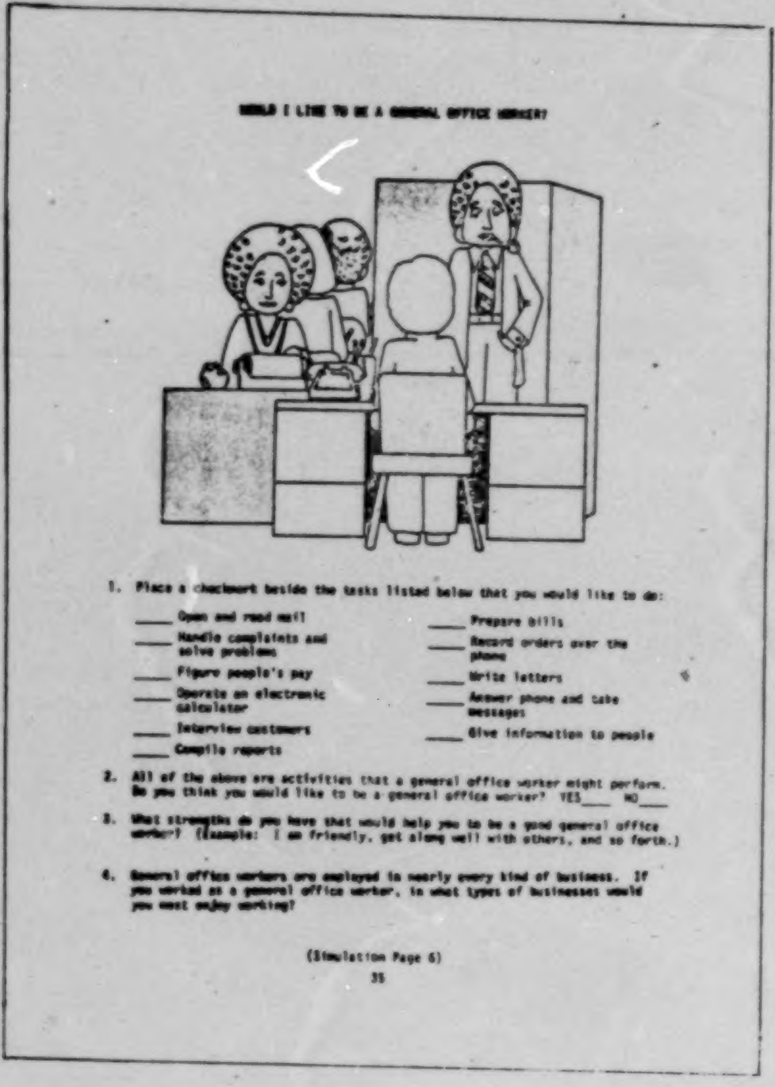
PURCHASED FROM DeBenning Motor Co
AGE WHEN ACQUIRED New (or 0)
DATE PURCHASED (Last Friday's Date)
ESTIMATED TRADE-IN VALUE $4,500
AMOUNT TO BE DEPRECIATED $10,000

DATE			EXPLANATION	AMOUNT OF DEPRECIATION	ACCUMULATED DEPRECIATION
MONTH	DAY	YEAR			

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A GENERAL OFFICE WORKER?

1. Place a checkmark beside the tasks listed below that you would like to do:

____ Open and read mail
____ Handle complaints and solve problems
____ Figure people's pay
____ Operate an electronic calculator
____ Interview customers
____ Compile reports
____ Prepare bills
____ Record orders over the phone
____ Write letters
____ Answer phone and take messages
____ Give information to people

2. All of the above are activities that a general office worker might perform. Do you think you would like to be a general office worker? YES____ NO____

3. What strengths do you have that would help you to be a good general office worker? (Example: I am friendly, get along well with others, and so forth.)

4. General office workers are employed in nearly every kind of business. If you worked as a general office worker, in what types of businesses would you most enjoy working?

(Simulation Page 6)

35

BACKGROUND INFORMATION ON GENERAL OFFICE WORKERS

Today's world is a business world. The demand for recordkeeping and business data analysis is unprecedented. Office occupations comprise a large segment of the labor force of the nation. The office worker is occupied with the vast amount of information processing required in this business world. Office workers gather, process, and analyze information upon which important decisions are made. The tasks they perform are ones that require basic office skills and a great deal of flexibility.

In spite of the mushrooming growth of electronic data processing technology, the need for clerical workers is expanding rather than decreasing. In 1965, there were 11 million employed office workers; in 1972, 14 million. According to Department of Labor projections, at least 350,000 new clerical and related jobs will be added each year during the next decade; and at least 350,000 additional clerical workers will be needed yearly to replace office workers who retire or leave their jobs for various reasons.

The basic functions of business and office work have not changed much regardless of the sophisticated technology and improved office environment. General office workers in their administrative support role still keep records and type correspondence, operate office machines, place telephone calls, answer telephones, take messages, greet clients, file and retrieve business information, and so forth. Below is a summary of the varied duties that fall into the broad area of the general office worker's tasks:

- *Copying data*
- *Recording orders*
- *Giving information to supervisor, customers, and others*
- *Receiving, paying out, and balancing cash*
- *Preparing inventories*
- *Operating office machines*
- *Compiling records and reports*
- *Tabulating and posting data*
- *Computing wages, taxes, premiums, commissions, and payments*
- *Preparing, issuing, and sending out receipts, bills, etc.*
- *Adjusting complaints*
- *Handling mail*

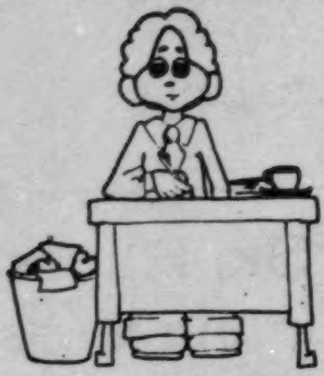
Capabilities and skills required of a general office worker include:

- *Graduation from high school (minimum)*
- *Spelling, grammar, and reading comprehension*
- *Some familiarity with business subjects*
- *Ability to follow directions*
- *Aptitude in arithmetic*

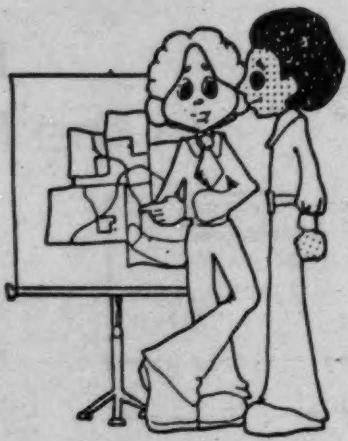
UNIT 2

WHAT IS A GENERAL OFFICE WORKER?

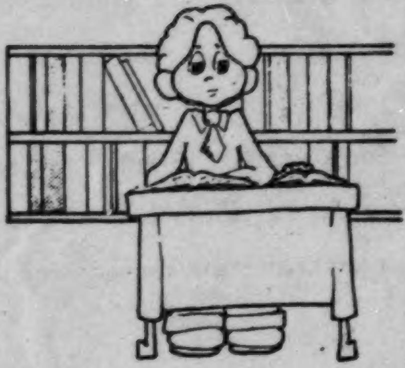
You are preparing to take the place of Ken Eubanks as a general office worker for the Aspen Ski Corporation. Some of the activities you will be involved in include. . .



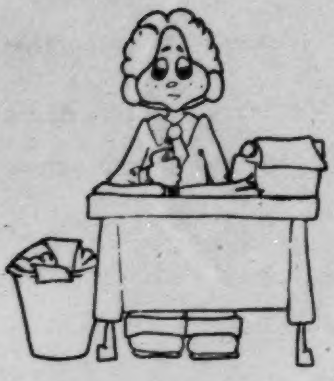
1. EDITING A MANUSCRIPT



2. GIVING INFORMATION AND DIRECTIONS



3. COMPARING INFORMATION



4. COMPLETING FORMS

(Simulation page 1)

EDITING ARTICLES

Aspen Ski Corporation is going to host amateur ski competition during the coming ski season. Before the ski season begins, a story advertising the NASTAR ski races will be released from ASC headquarters.

Instructions: Before releasing the story below, read it and draw a line through all the sentences that don't pertain to the subject matter of the article.

NASTAR Ski Races in the Rocky Mountain West

COLORADO

Aspen Highlands

January 11,16,17,18,23,24,25,30,31
February 1,6,7,8,13,14,15,20,21,22,27,28
March 1,6,7,8,13,14,15,20,21,22,27,28,29
April 3,4,5,10

NASTAR is your chance to find out how good you really are by testing your skiing ability against the clock in an easy-to-ski slalom race.

Entering is as easy as buying a lift ticket. When you start to shell out the money for a lift ticket you'll know why people call Aspen a rich man's ghetto. Pick any of the dates listed here and show up on the day of a race. For a maximum $3 entry fee each participant gets a NASTAR racing bib and a chance to win a medal. Some skiers end up with nothing to show but a cast on their broken leg and a pained expression on their face.

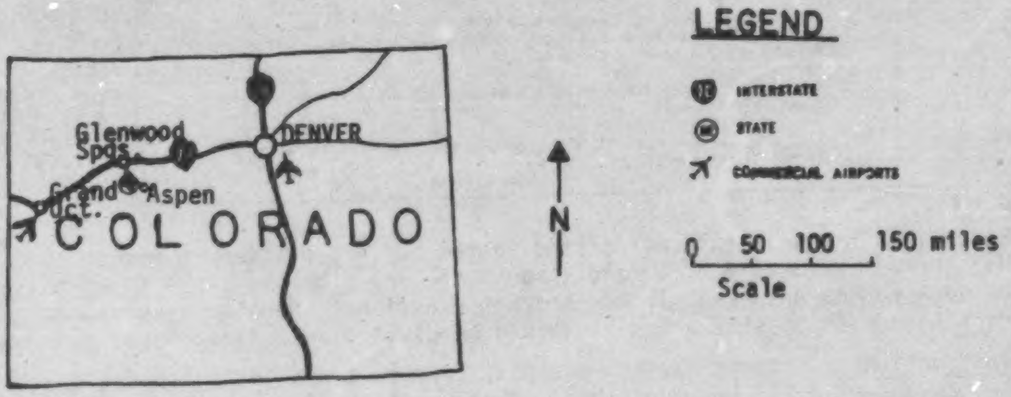
On the day of a race, the pacesetter at Aspen Highlands will make two runs over the course before anyone else. At Aspen Highlands you can take your skiing any way you want it--straight up, on the rocks, or with a twist. His best time, corrected by his national handicap, establishes the standard--or par--for the day. Then it's all up to you!

(Simulation Page 2)

GIVING UNDERSTANDABLE DIRECTIONS

Ken Eubanks is a general office worker for Aspen Ski Corporation. Since the Corporation owns three ski areas, two hotels, and eight restaurants in Aspen, requests for information about Aspen or facilities are received daily at the corporation's main office.

Instructions: The following message requesting information was received in today's mail. *Since Ken Eubanks is away on vacation,* you must refer to the map of Colorado to secure the information needed to answer the questions in this message. After you have gathered the information needed to answer these questions, write a one-paragraph reply in the space provided.



TO: *Headquarters*
Aspen Ski Corporation
Aspen, CO 81611

FROM: *International Secretaries Assn.*
2901 Arlington Avenue
Independence, MO 64052

DATE: *September 4, 19--*

MESSAGE: *Our group will be holding a convention in Aspen next month, and I have some questions about Colorado airports and how to get to Aspen from them. Would you please reply to the following questions?*

1. Which towns in Colorado have commercial airports? 2. What Interstate highway do I use to get from Denver to Aspen? 3. What is the approximate mileage from Denver to Aspen?

SIGNED Georgia Davis

REPLY:

SIGNED

COMPARING INFORMATION

The following post card came in today's mail:

September 4, 197-

Gentlemen:

Some time ago I made reservations at the Alpen Inn Hotel for November 17-25. Will you reconfirm my reservations with the hotel. Also, please tell me:

1. How far is Aspen from the Denver airport and how long will it take to drive from the airport to Aspen?
2. Can the hotel give me a single room with twin beds? My sister may decide to come to Aspen for a day or two while I am there, and we would like to share a room if she does.
3. I will want skiing lessons; must I arrange for a ski instructor before I arrive in Aspen?
4. Will I be able to rent all the necessary ski equipment in Aspen, including ski boots?

Eunice Acorn

Below is a handwritten draft of the letter Ken has written in answer to Ms. Acorn. He asks you to read through the draft before it is typed to be sure he has answered all Ms. Acorn's questions. He also asks you to mark his draft to show where it should be divided into paragraphs.

Instructions: Compare Ms. Acorn's post card to Ken's letter to see whether he has answered all her questions. Place a check mark (✓) by each question on the post card if you find the answer to that question in Ken's letter.

Then read the letter again and show where new paragraphs should begin by making a mark like this: ₱ (where each new paragraph should begin)

(Example: ". . .The ladies are staying at the hotel ₱The weather is good for this time of year, and the tennis match will take place as planned. .")

Dear Ms. Acorn:

Aspen is located about 200 miles from Denver, and you can drive there from the Denver airport in about 4½ to 5½ hours, depending on traffic and weather conditions. Your reservation at the Alpen Inn Hotel is confirmed for November 17-25. Your room will have twin beds so you and your sister can share a room if she decides to come to Aspen also. We have excellent ski instructors in Aspen, and skiing lessons may be arranged at the hotel upon your arrival. All skiing equipment, including ski boots, may be rented at the ski shop in the hotel or at other ski shops in town.

Sincerely yours,
Ken Eubanks

COMPLETING FORMS

Aspen Ski Corporation keeps a financial record on each asset (something worth money owned by the business). Assume that the property accountant hands you the following memo and asks you to transfer the information included in it onto the fixed asset record for the minibus.

INSTRUCTIONS: Read the memo shown below. Then, use information contained in the memo to complete the top portion of the fixed asset record form shown at the bottom of this page. (At this time, it is not necessary to fill in any information on the lower part of the form.)

MEMORANDUM

TO: Ken Eubanks **DATE:** (Today's Date)
FROM: Sharon Allen, Property Accountant
SUBJECT: Purchase of New Minibus

Last Friday Aspen Ski Corporation purchased a new 20-passenger minibus from DeBenning Motor Company. The serial number of the bus is 59730R290816. We paid $14,500 for the minibus and estimate receiving five years' service from it. At the end of five years, we should be able to get $4,500 trade-in for the bus.

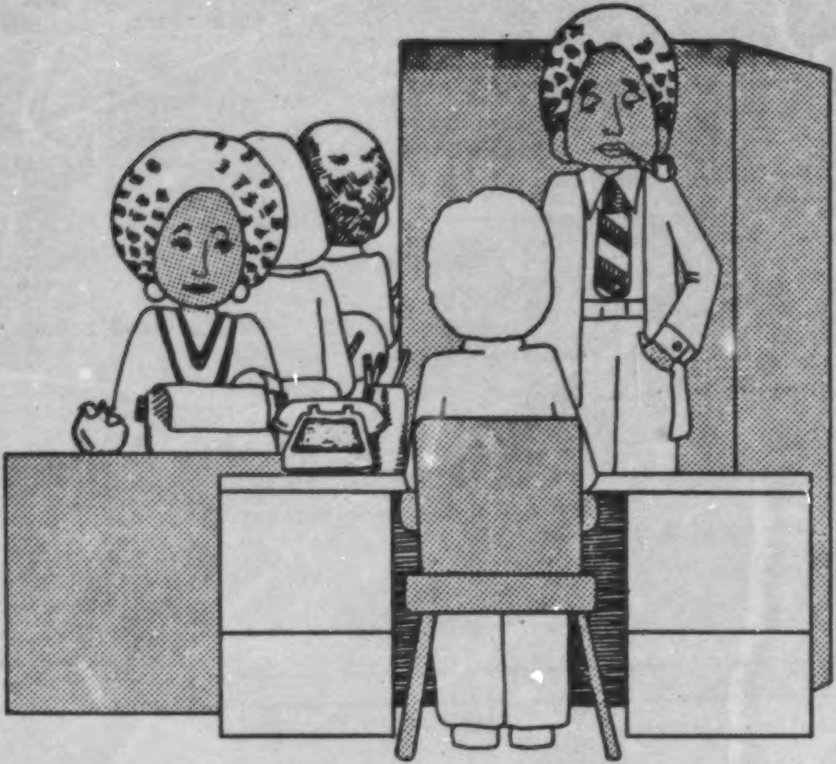
SA/hh

FIXED ASSET RECORD

ITEM ____________________ PURCHASED FROM ____________________
SERIAL # ____________________ AGE WHEN ACQUIRED ____________________
DESCRIPTION ____________________ DATE PURCHASED ____________________
COST WHEN ACQUIRED ____________________ ESTIMATED TRADE-IN VALUE $ __________
ESTIMATED LIFE ____________________ AMOUNT TO BE DEPRECIATED $ __________

DATE			EXPLANATION	AMOUNT OF DEPRECIATION	ACCUMULATED DEPRECIATION
MONTH	DAY	YEAR			

WOULD I LIKE TO BE A GENERAL OFFICE WORKER?



1. Place a checkmark beside the tasks listed below that you would like to do:

_____ Open and read mail

_____ Handle complaints and solve problems

_____ Figure people's pay

_____ Operate an electronic calculator

_____ Interview customers

_____ Compile reports

_____ Prepare bills

_____ Record orders over the phone

_____ Write letters

_____ Answer phone and take messages

_____ Give information to people

2. All of the above are activities that a general office worker might perform. Do you think you would like to be a general office worker? YES____ NO____

3. What strengths do you have that would help you to be a good general office worker? (Example: I am friendly, get along well with others, and so forth.)

4. General office workers are employed in nearly every kind of business. If you worked as a general office worker, in what types of businesses would you most enjoy working?

UNIT 3

WORKING AS A CASHIER FOR A RESTAURANT

PURPOSE

In this unit, students will perform the activities of a cashier for a restaurant and lounge.

MAJOR ACTIVITIES

While working through the activities of this unit, the students will complete a "Cash Bag Count", examine a restaurant guest ticket for accuracy, check the contents of the receptacle of a change-making machine, and complete a "Proof of Cash" form.

Before Class Begins:

1. Duplicate and assemble enough copies of the student simulation packets (white pages at the end of this unit) to provide each student with a set.
2. Make transparencies of the illustrations on pages 39-42.
3. Read the "General Information About Cashiers," given on page 49. Then, scan the Teacher's Key which begins on page 43.
4. Before leading the class discussion that introduces this unit, read through the suggested teacher-class dialogue shown on the following page.

During Class:

1. Distribute the simulation packets. Ask students to read the information on the cover page (page 50); then have them turn the packets face down on their desks.
2. Project the transparency of Sketch "A." Guide a short discussion which may include the following :

During Class:

2. (continued)

Teacher: It is the beginning of the working day for the cashier in this illustration. What do you think she is doing?

Class: *She is counting money. Or, she is "proving" the change from the cash bag before putting it in the cash drawer of the cash register.*

Teacher: Why is she counting the money before putting it in the cash drawer?

Class: *She wants to be sure that she has received the correct amount of change to begin her day's work. Also, she wants to be sure of the amount of money that she has at the beginning of the day so that, at the end of the day, she can determine how much she has taken in.*

3. Have your students turn their packets face up and only work through Sim. Pg. 2. To assist them, you may want to have them note the amount of money written on the cash bag, and you may have to explain to your students how to use the table in the lower left illustration to determine the amount of money in each of the "rolls".

4. When your students have completed Simulation Page 2, project the transparency of Sketch "B". When they are ready, guide the second short discussion:

Teacher: When a customer presents a guest ticket and tenders or offers money in payment, what does the cashier do?

Class: *The cashier probably checks the ticket to see whether the addition is correct and then makes change.*

Teacher: Why should the cashier check the addition on the ticket?

Class: *The waiter or waitress may have made an error.*

Teacher: When making change, a cashier should give the least number of coins and bills to a customer. What does this mean?

Class: *This means that the cashier should give in change the largest possible denomination of coins and bills. For example, a quarter should be given in change instead of five nickels.*

5. Have your students work through Sim. Pg. 3, shown on page . After they have completed it, project the transparency of Sketch "C." When your students are ready, guide a third short discussion:

Teacher: How many of you have seen a change-making or change-disbursing machine being used by a cashier?

Class: *(Hands are raised.)*

Teacher: How does it operate?

Class: *The cashier presses a key on the change-making machine which releases the correct amount of coins into a receptacle in front of a customer.*

During Class:

5. (continued)

Teacher: When using a change-making machine, the cashier should check to see if the correct amount in coins is being delivered to the customer. Why is this necessary?

Class: *The cashier may have pressed the wrong key.*

6. Have students work through Simulation Page 4, shown on page 53. Then, project the transparency of Sketch "D." When ready, guide your students through a fourth discussion.

Teacher: At the end of the day, what do you think a cashier does first?

Class: *The cashier takes the money out of the cash register and counts it.*

Teacher: What does a cashier do with the change bag?

Class: *The cashier probably puts enough change in it to begin the next day's work.*

Teacher: Then, what happens to the change bag?

Class: *It is probably placed in a safe.*

Teacher: What is done with the rest of the money?

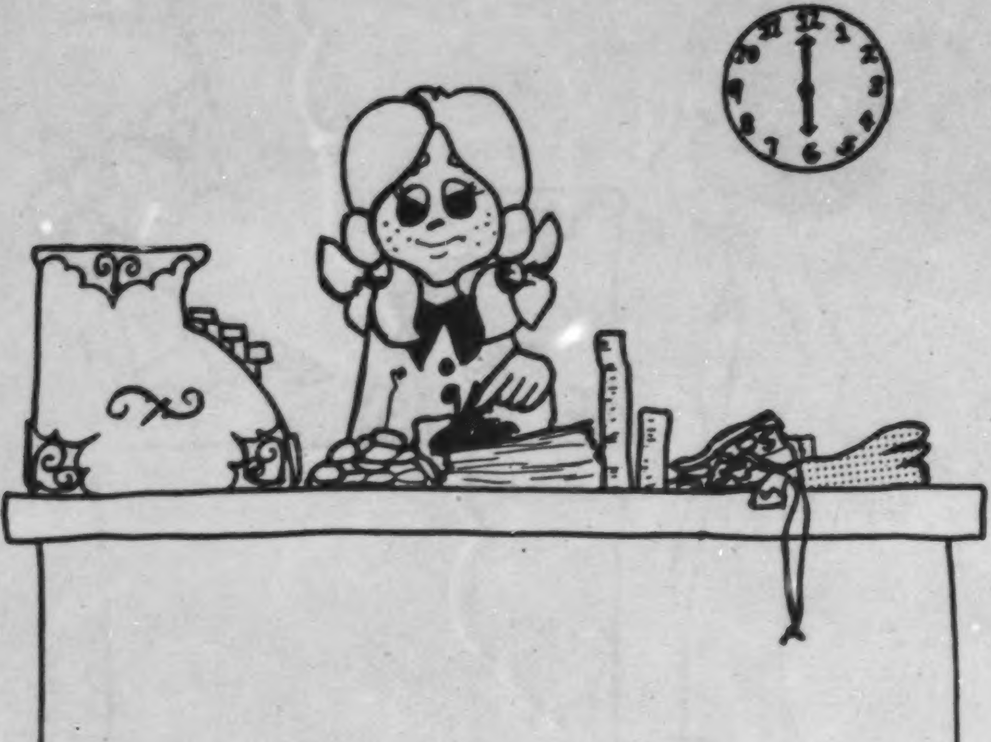
Class: *It is counted, "proved," deposited in the bank, or turned over to the owner or manager of the business.*

Teacher: As you work through Simulation Pages 5 and 6, you will find out what the cashier at the Beef Baron Restaurant does at the end of her working day.

7. Have students work through Simulation Pages 5 and 6. When they complete these pages, review the entire unit with them. Check answers and discuss any items listed on the keys to the activities.

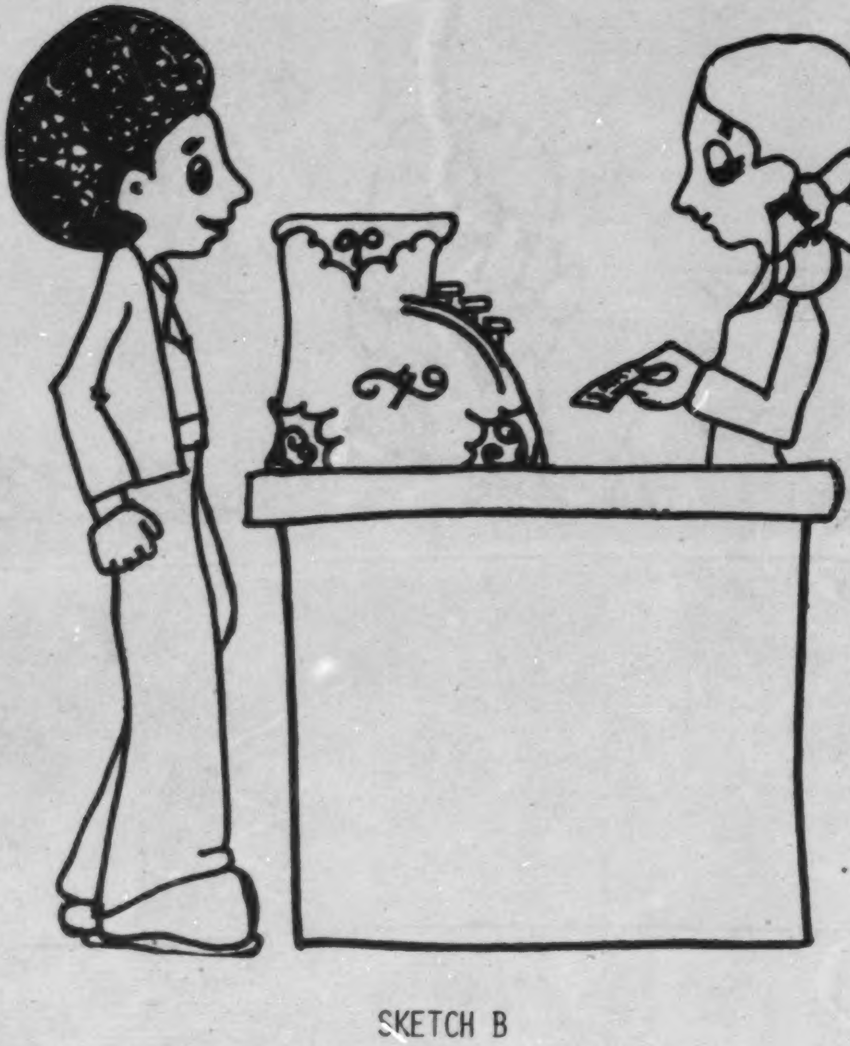
HELLO THERE!

I AM A CASHIER, AND IT IS 6 A.M. CAN YOU GUESS WHAT I'M DOING?

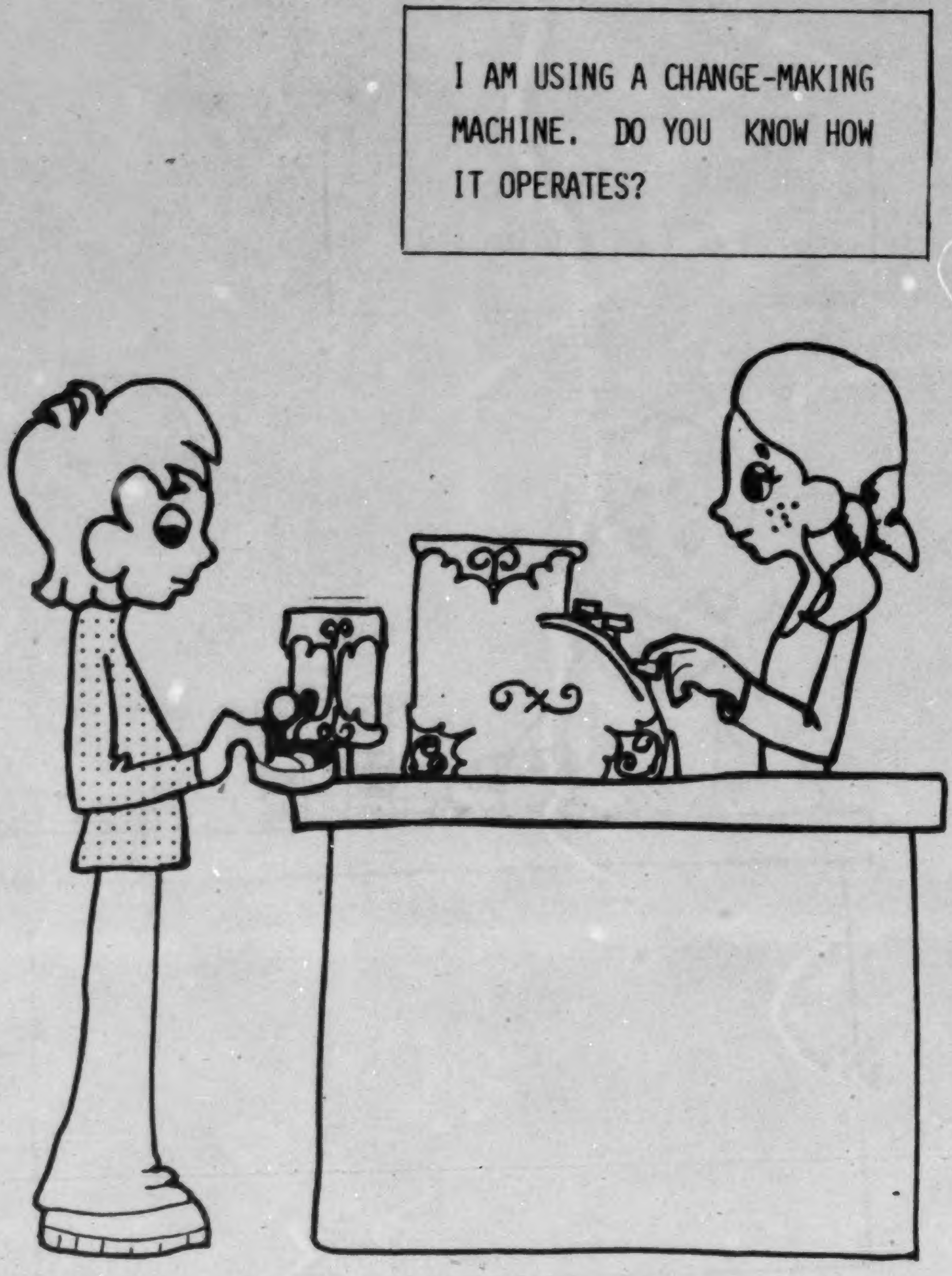


SKETCH A

WHEN A CUSTOMER GIVES ME A GUEST TICKET, WHAT SHOULD I DO FIRST?

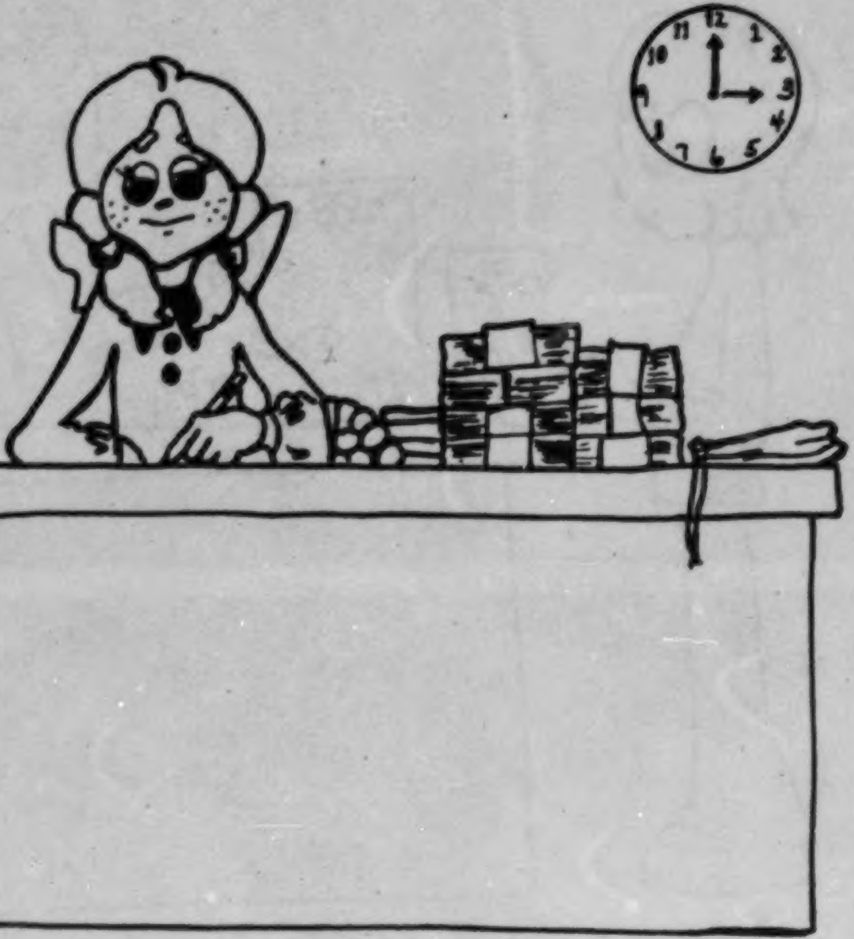


SKETCH B


I AM USING A CHANGE-MAKING MACHINE. DO YOU KNOW HOW IT OPERATES?

SKETCH C

I'M GOING OFF DUTY FOR THE DAY. WHAT AM I DOING NOW?



SKETCH D

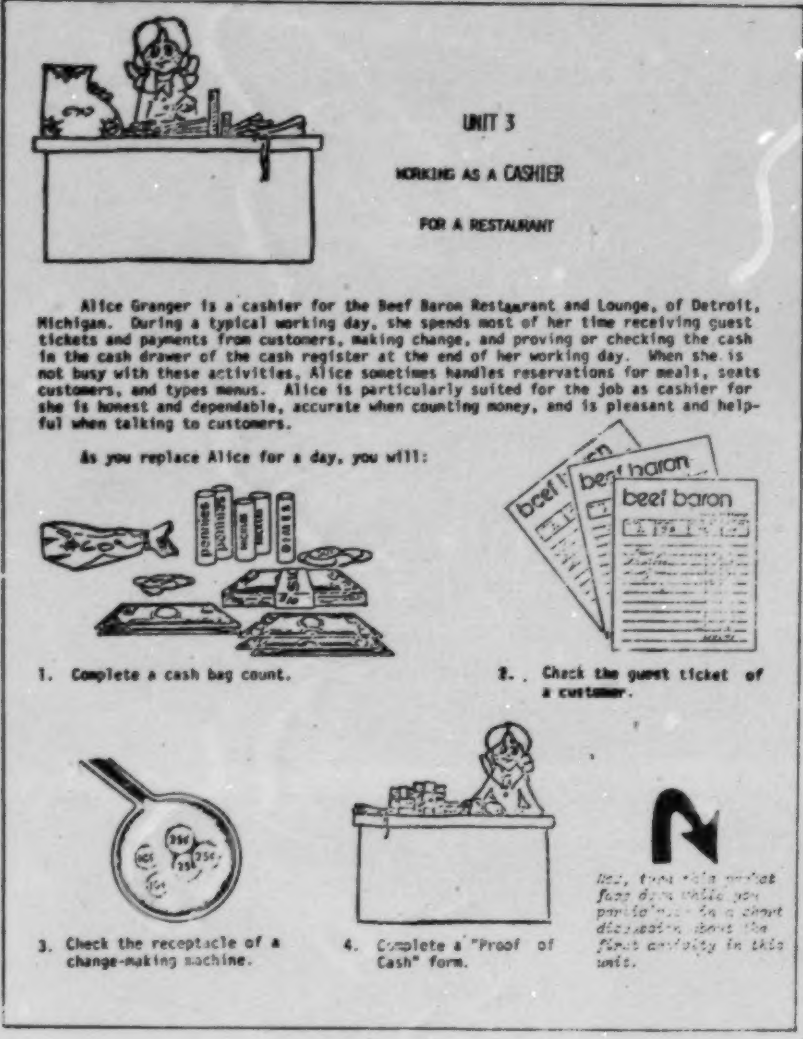
UNIT 3

TEACHER'S KEY

Simulation page 1

Ask your students to read through the information on this page; then have them place the packets face down on their desks. Should they have questions about some of the terms used on this page, you may provide answers at the time, or you may tell them that the meanings of any unfamiliar words will become clear to them as they discuss the illustrations on the transparencies that will be projected and as they work through the activities of this unit.

Project the transparency of Sketch "A"; guide a short discussion such as the one described at the top of page 37; then have your students complete Simulation Page 2.



UNIT 3

WORKING AS A CASHIER

FOR A RESTAURANT

Alice Granger is a cashier for the Beef Baron Restaurant and Lounge, of Detroit, Michigan. During a typical working day, she spends most of her time receiving guest tickets and payments from customers, making change, and proving or checking the cash in the cash drawer of the cash register at the end of her working day. When she is not busy with these activities, Alice sometimes handles reservations for meals, seats customers, and types menus. Alice is particularly suited for the job as cashier for she is honest and dependable, accurate when counting money, and is pleasant and helpful when talking to customers.

As you replace Alice for a day, you will:

1. Complete a cash bag count.
2. Check the guest ticket of a customer.
3. Check the receptacle of a change-making machine.
4. Complete a "Proof of Cash" form.

Now, turn this packet face down while you participate in a short discussion about the first activity in this unit.

Simulation page 2

CHECK:

To arrive at a correct count of the money displayed in the illustration on this sheet, your students will have to use the table in the lower left corner.

Optional Discussion Topics

- What determines the amount of change that is needed by a cashier at the beginning of a working day?

  (The volume of business which can be expected during the first two or three hours.)

- When checking the contents of a change bag at the beginning of the day, a cashier should be concerned with the amount and what else?

  (The denominations of the coins and bills.)

COMPLETING A CASH BAG COUNT

A cashier should always count the money in a cash bag to see if the total agrees with the amount needed to begin the day's change-making activities.

Imagine that it is early morning and that you are replacing Alice Granger as cashier at the Beef Baron Restaurant and Lounge. The manager has just given you a cash bag, which he says contains $60. Check the contents of this bag (pictured below) to see if the total in coins and currency agrees with this amount of money; then complete and sign the Cash Bag Count in the lower right corner of this sheet.

To determine the amount of money in the five rolls in Illustration 1, you will need to refer to the Table in Illustration 2.

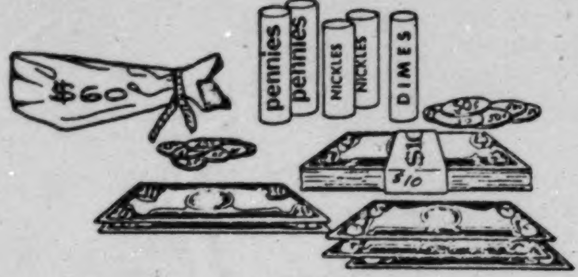


Illustration 1

NO. OF COINS IN A ROLL	
Pennies	50
Nickels	40
Dimes	50
Quarters	40
Halves	20

Illustration 2

CASH BAG COUNT

Pennies	$ 1.00
Nickels	4.00
Dimes	5.00
Quarters	2.00
Halves	3.00
Ones	10.00
Fives	15.00
Tens	20.00
TOTAL	$ 60.00

OK? Yes

Over $

Short $

Signature (student's signature)

Illustration 3

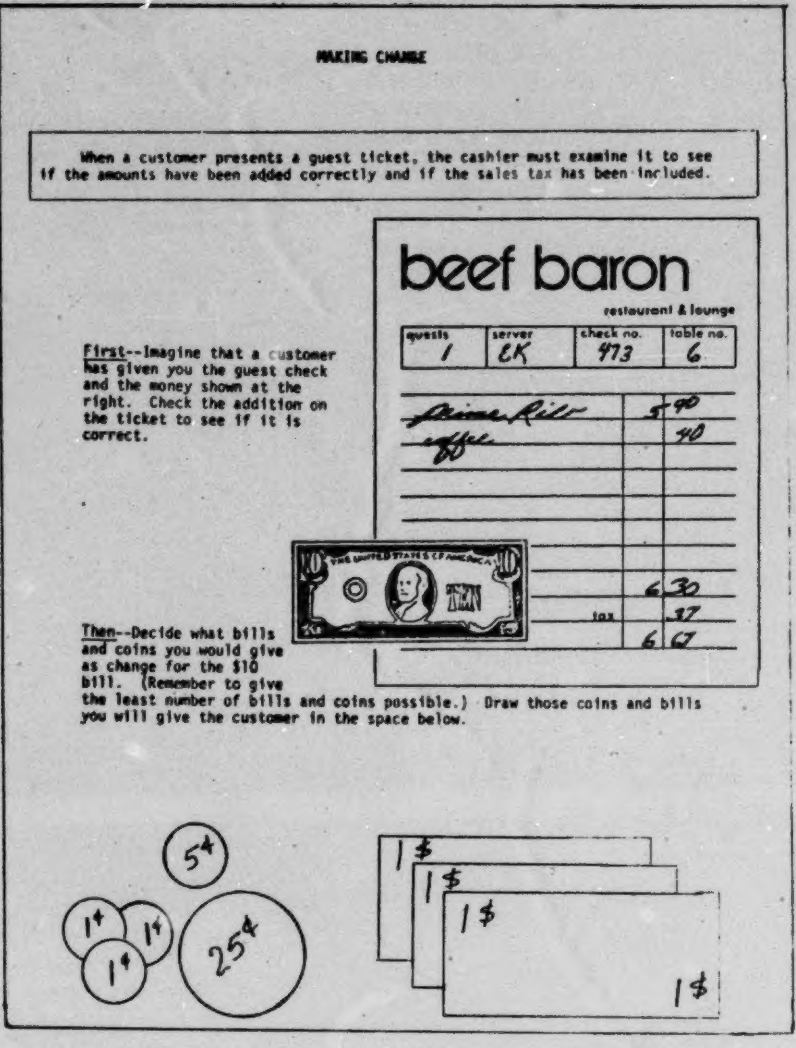
Simulation Page 3

CHECK:

Ask students to compare the number and denominations of bills and coins they drew in, with those shown at the right.

Optional Discussion Topic

- Ask students what they would say aloud to a customer when handing them change.
  (When handling pennies, they should begin counting forward from the $6.67 shown on the guest ticket, and so on with the remaining coins and bills until they reach $10.00)



MAKING CHANGE

When a customer presents a guest ticket, the cashier must examine it to see if the amounts have been added correctly and if the sales tax has been included.

First--Imagine that a customer has given you the guest check and the money shown at the right. Check the addition on the ticket to see if it is correct.

beef baron
restaurant & lounge

guests	server	check no.	table no.
1	EK	473	6

Prime Rib	5	90
coffee 80		40
	6	30
tax		37
	6	67

Then--Decide what bills and coins you would give as change for the $10 bill. (Remember to give the least number of bills and coins possible.) Draw those coins and bills you will give the customer in the space below.

Simulation page 4

CHECK:

The addition on the guest ticket is correct; the customer has tendered a sufficient amount of money; however, the amount of change being returned is incorrect. You may explain to your students that such mistakes are easily made and that when using a change-making machine, a cashier should always check the contents of its receptacle.

OPERATING A CHANGE-MAKING MACHINE

When a change-making machine is used, the cashier should check to see if the correct amount in coins is being delivered to the customer.

Examine this guest ticket, money tendered and coins in the change-making machine receptacle pictured at the right and below; then answer the questions listed beneath the illustrations.

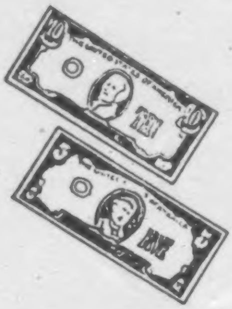
beef baron

restaurant & lounge

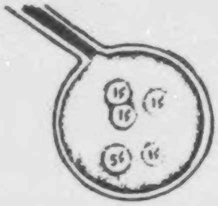
guests	server	check no.	table no.
2	JS	593	14

2 Shrimp	5	15
T-Bone	7	65
2 Coffee		80
	13	60
tax		81
	14	41

Guest Ticket



Money Tendered



Change

Questions: Is the change correct? No. If not, what coins and bills should the cashier give in change? Four pennies, one nickel, and one half-dollar

Simulation Pages 5 and 6

CHECK:

Have students compare the amounts on their proof of cash form with those shown at the right.

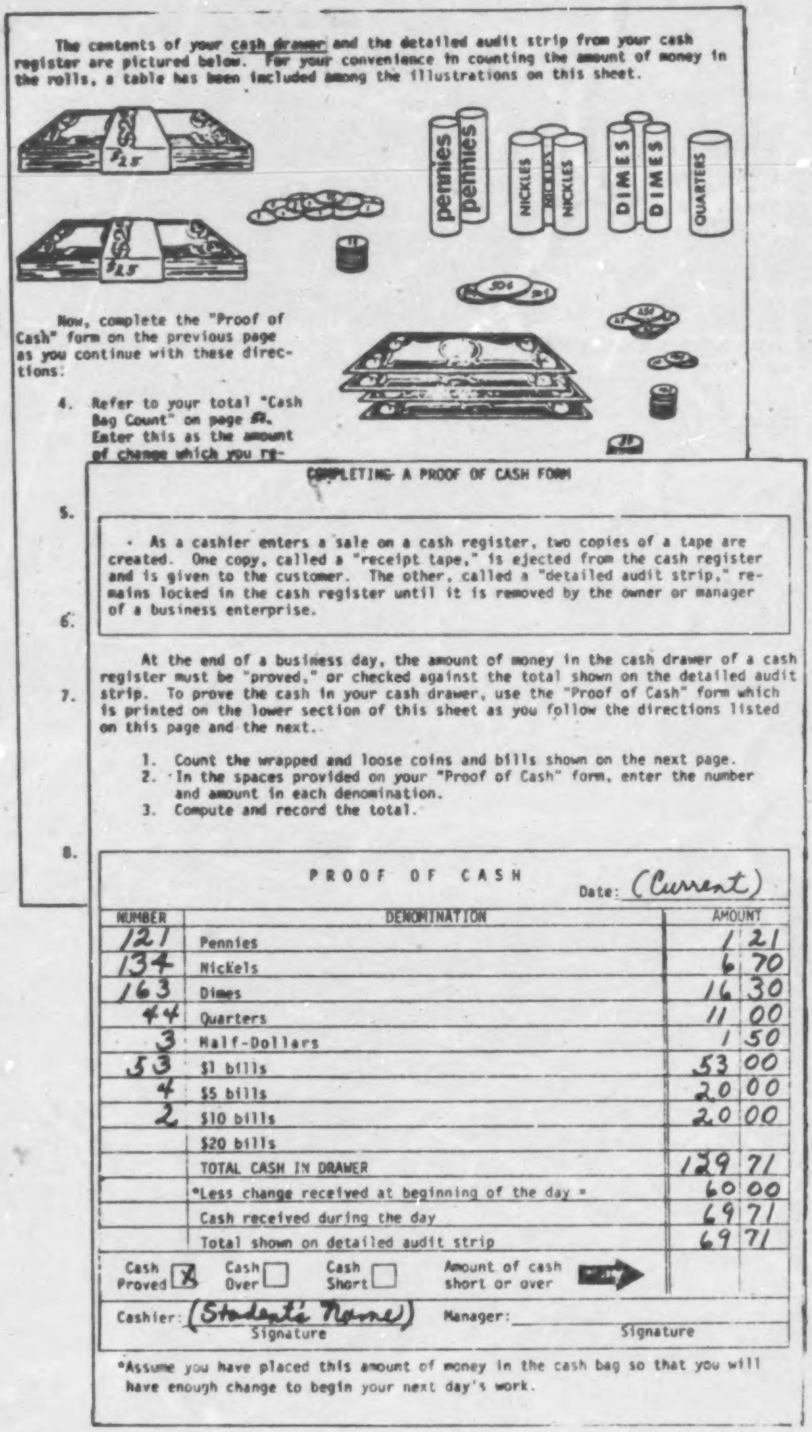
Optional Discussion Topics

.What keeps a cashier honest

(The detailed audit strip which is locked inside the cash register.)

.Why is cash ever "over" or "short"?

(When a cashier gives a customer either too little or too much in change.)



The contents of your cash drawer and the detailed audit strip from your cash register are pictured below. For your convenience in counting the amount of money in the rolls, a table has been included among the illustrations on this sheet.

$25
$25
pennies
pennies
NICKLES
NICKLES
NICKLES
DIMES
DIMES
QUARTERS
50¢

Now, complete the "Proof of Cash" form on the previous page as you continue with these directions:

4. Refer to your total "Cash Bag Count" on page [illegible]. Enter this as the amount of change which you re-

5.

6.

7.

8.

COMPLETING A PROOF OF CASH FORM

• As a cashier enters a sale on a cash register, two copies of a tape are created. One copy, called a "receipt tape," is ejected from the cash register and is given to the customer. The other, called a "detailed audit strip," remains locked in the cash register until it is removed by the owner or manager of a business enterprise.

At the end of a business day, the amount of money in the cash drawer of a cash register must be "proved," or checked against the total shown on the detailed audit strip. To prove the cash in your cash drawer, use the "Proof of Cash" form which is printed on the lower section of this sheet as you follow the directions listed on this page and the next.

1. Count the wrapped and loose coins and bills shown on the next page.
2. In the spaces provided on your "Proof of Cash" form, enter the number and amount in each denomination.
3. Compute and record the total.

PROOF OF CASH

Date: (Current)

NUMBER	DENOMINATION	AMOUNT
121	Pennies	1 21
134	Nickels	6 70
163	Dimes	16 30
44	Quarters	11 00
3	Half-Dollars	1 50
53	$1 bills	53 00
4	$5 bills	20 00
2	$10 bills	20 00
	$20 bills	
	TOTAL CASH IN DRAWER	129 71
	*Less change received at beginning of the day =	60 00
	Cash received during the day	69 71
	Total shown on detailed audit strip	69 71

Cash Proved ☒ Cash Over ☐ Cash Short ☐ Amount of cash short or over

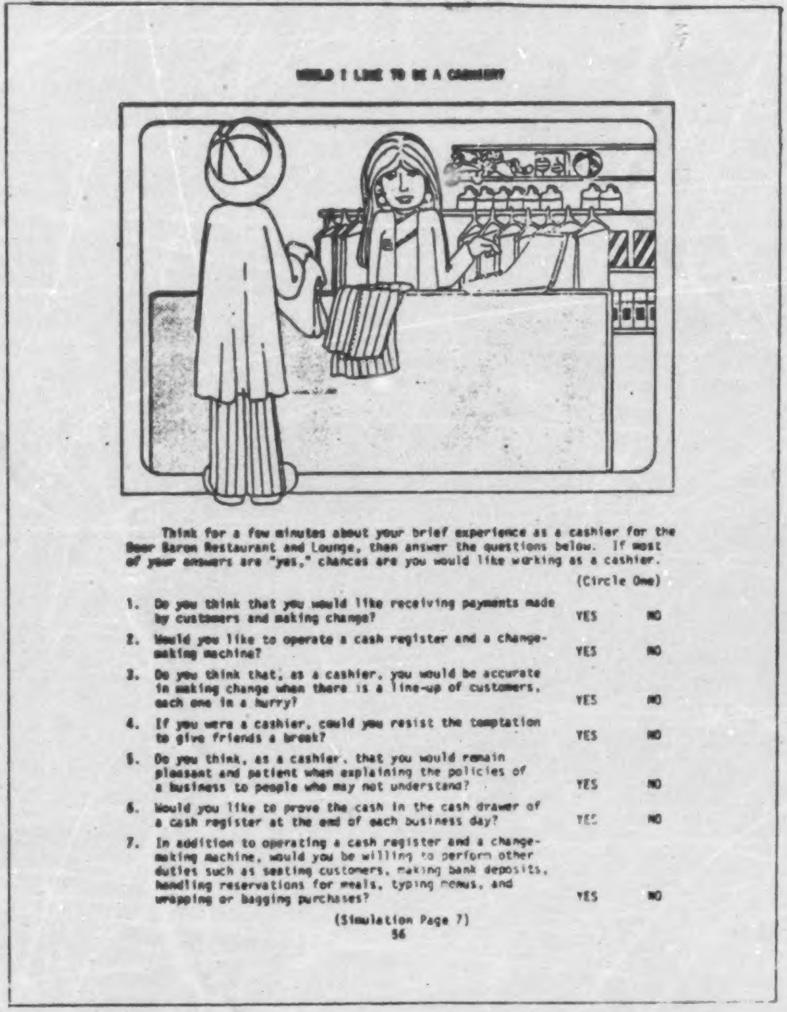
Cashier: (Student's Name) Manager:
Signature Signature

*Assume you have placed this amount of money in the cash bag so that you will have enough change to begin your next day's work.

Simulation Page 7

The purpose of the questions on page 7 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A CASHIER?

Think for a few minutes about your brief experience as a cashier for the Beer Baron Restaurant and Lounge, then answer the questions below. If most of your answers are "yes," chances are you would like working as a cashier.

(Circle One)

1. Do you think that you would like receiving payments made by customers and making change? YES NO
2. Would you like to operate a cash register and a change-making machine? YES NO
3. Do you think that, as a cashier, you would be accurate in making change when there is a line-up of customers, each one in a hurry? YES NO
4. If you were a cashier, could you resist the temptation to give friends a break? YES NO
5. Do you think, as a cashier, that you would remain pleasant and patient when explaining the policies of a business to people who may not understand? YES NO
6. Would you like to prove the cash in the cash drawer of a cash register at the end of each business day? YES NO
7. In addition to operating a cash register and a change-making machine, would you be willing to perform other duties such as seating customers, making bank deposits, handling reservations for meals, typing menus, and wrapping or bagging purchases? YES NO

(Simulation Page 7)
56

GENERAL INFORMATION ABOUT CASHIERS

Although job titles differ according to the type of organization for which they work, the employees of a business who receive and disburse (pay out) money are called "cashiers." In banks and in some utility companies, they are known as "tellers." In some large corporations, those who perform this function are called "disbursement clerks." In theaters, they are referred to as "box office cashiers"; and in supermarkets, they are called "checkout clerks" or "grocery checkers."

Generally, regardless of job title, a cashier receives payments made by customers, uses a cash register, makes change, and proves or checks the cash in the cash drawer of a cash register at the end of a business day. Other duties depend upon the nature of the business organization for which a cashier works. For example, a cashier in a restaurant may have to seat customers, handle reservations for meals, type menus, and prepare cash and checks for deposit in a bank. Cashiers in hotels and motels may use an accounting-type machine to record charges for telephone calls, car pickup and delivery, and other bills which a guest may incur. And, cashiers in supermarkets, in the absence of a person hired for this purpose, may have to wrap and bag purchases.

Training and Special Skills Required:

Cashiers are usually high school graduates who have been trained by their employers or who have taken such courses as retail selling, office machines, bookkeeping, and typewriting while in high school. Those who have experienced a degree of success are honest, dependable, fast, and accurate when working with figures, and are pleasant, tactful, and poised when serving customers.

Opportunities for Advancement:

A promotion to a supervisory position is possible for a cashier who has leadership ability and who obtains, from a business school or college, training in accounting and business management.

Employment Outlook, Working Conditions, and Salaries:

Over the next ten years, the need of businesses for cashiers is expected to increase. Annually, around 75,000 are needed to fill newly created jobs and to replace employees who retire, resign, or who move to other types of positions.

Hours required on the job, days worked, salaries earned, and general working conditions depend upon the nature and size of the organization for which a cashier works.

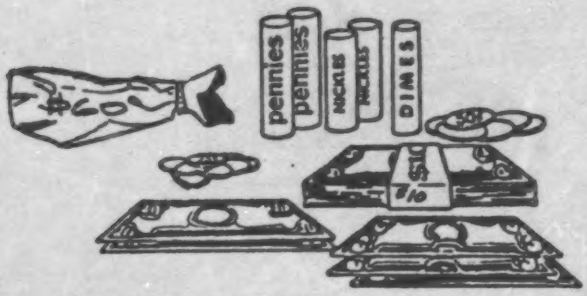
UNIT 3

WORKING AS A CASHIER

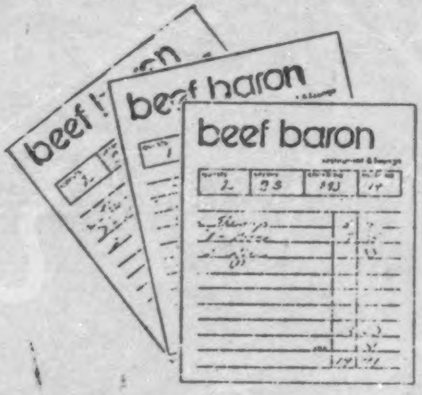
FOR A RESTAURANT

Alice Granger is a cashier for the Beef Baron Restaurant and Lounge, of Detroit, Michigan. During a typical working day, she spends most of her time receiving guest tickets and payments from customers, making change, and proving or checking the cash in the cash drawer of the cash register at the end of her working day. When she is not busy with these activities, Alice sometimes handles reservations for meals, seats customers, and types menus. Alice is particularly suited for the job as cashier for she is honest and dependable, accurate when counting money, and is pleasant and helpful when talking to customers.

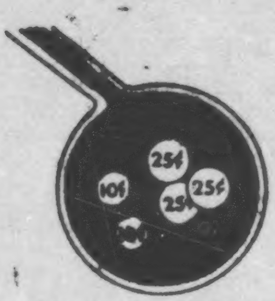
As you replace Alice for a day, you will:



1. Complete a cash bag count.



2. Check the guest ticket of a customer.



3. Check the receptacle of a change-making machine.

4. Complete a "Proof of Cash" form.

Now, turn this packet face down while you participate in a short discussion about the first activity in this unit.

(Simulation Page 1)

COMPLETING A CASH BAG COUNT

A cashier should always count the money in a cash bag to see if the total agrees with the amount needed to begin the day's change-making activities.

Imagine that it is early morning and that you are replacing Alice Granger as cashier at the Beef Baron Restaurant and Lounge. The manager has just given you a cash bag, which he says contains $60. Check the contents of this bag (pictured below) to see if the total in coins and currency agrees with this amount of money; then complete and sign the Cash Bag Count in the lower right corner of this sheet.

To determine the amount of money in the five rolls in Illustration 1, you will need to refer to the Table in Illustration 2.

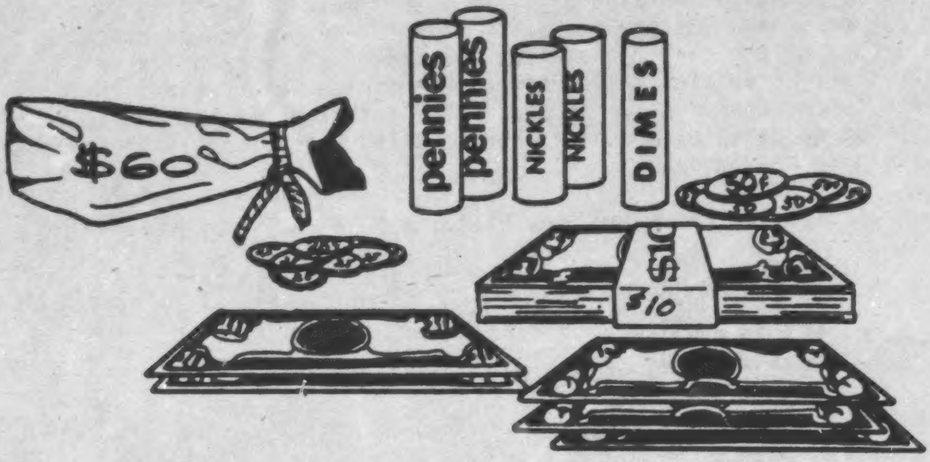


Illustration 1

NO. OF COINS IN A ROLL	
Pennies	50
Nickels	40
Dimes	50
Quarters	40
Halves	20

Illustration 2

CASH BAG COUNT

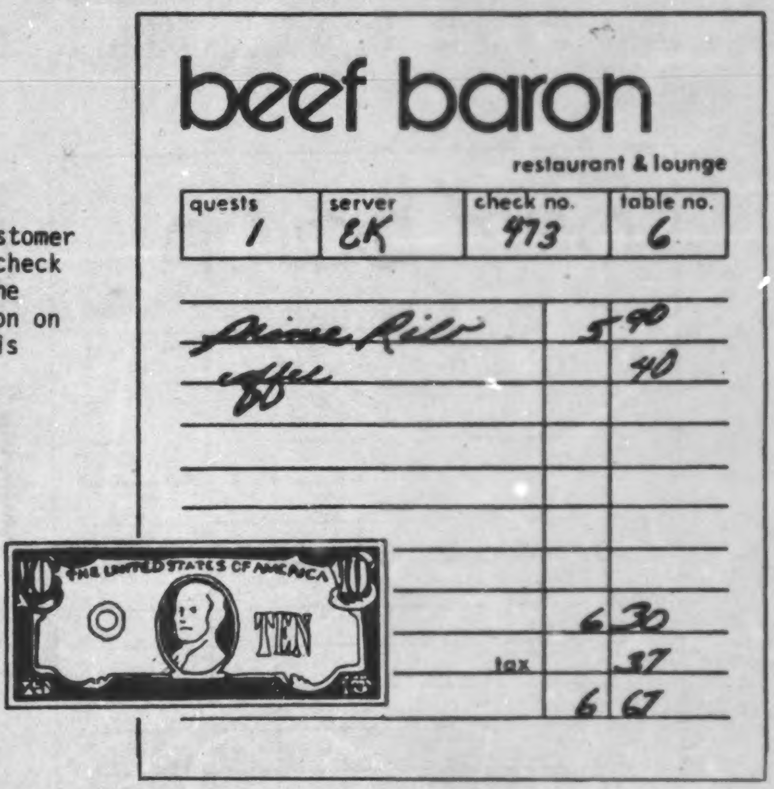
Pennies	$__________
Nickels	__________
Dimes	__________
Quarters.	__________
Halves.	__________
Ones.	__________
Fives	__________
Tens.	__________
TOTAL	$__________

OK?__________
Over $________
Short $_______ Signature____________

Illustration 3

MAKING CHANGE

When a customer presents a guest ticket, the cashier must examine it to see if the amounts have been added correctly and if the sales tax has been included.



beef baron

restaurant & lounge

guests	server	check no.	table no.
1	EK	473	6

Prime Rib	5	90
Coffee		40
	6	30
tax		37
	6	67

THE UNITED STATES OF AMERICA
10
TEN
10

__First__--Imagine that a customer has given you the guest check and the money shown at the right. Check the addition on the ticket to see if it is correct.

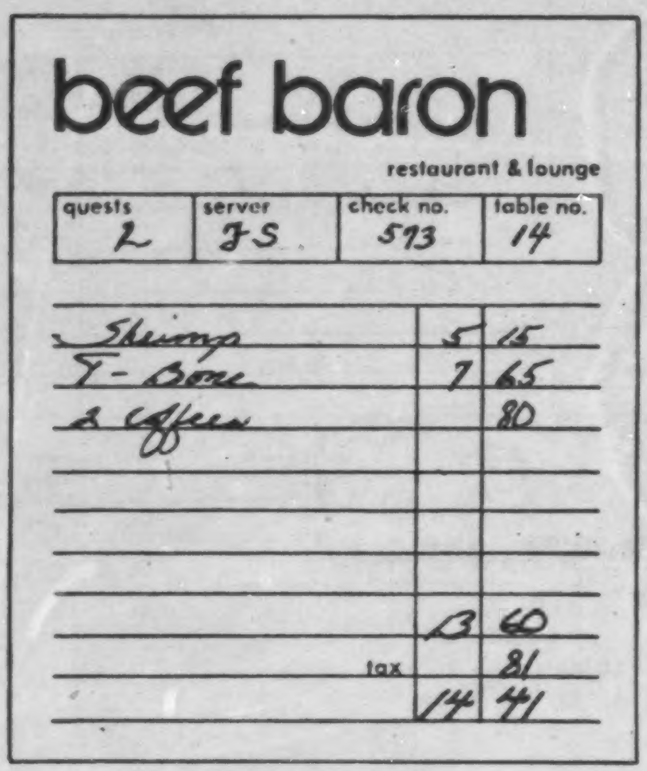
__Then__--Decide what bills and coins you would give as change for the $10 bill. (Remember to give the least number of bills and coins possible.) Draw those coins and bills you will give the customer in the space below.

BLANK PAGE
DO NOT FILM

OPERATING A CHANGE-MAKING MACHINE

When a change-making machine is used, the cashier should check to see if the correct amount in coins is being delivered to the customer.

Examine this guest ticket, money tendered and coins in the change-making machine receptacle pictured at the right and below; then answer the questions listed beneath the illustrations.



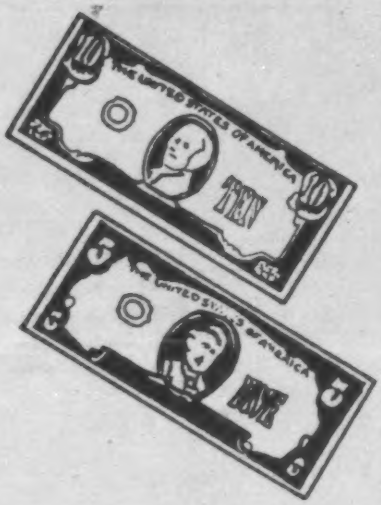
beef baron

restaurant & lounge

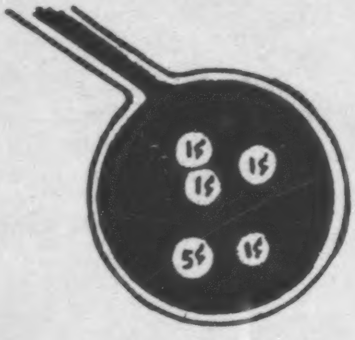
guests	server	check no.	table no.
2	JS	573	14

Shrimp	5	15
T-Bone	7	65
2 Coffee		80
	13	60
tax		81
	14	41

Guest Ticket



Money Tendered



Change

Questions: Is the change correct? _____. If not, what coins and bills should the cashier give in change? ________________________________

____

(Simulation Page 4)

COMPLETING A PROOF OF CASH FORM

As a cashier enters a sale on a cash register, two copies of a tape are created. One copy, called a "receipt tape," is ejected from the cash register and is given to the customer. The other, called a "detailed audit strip," remains locked in the cash register until it is removed by the owner or manager of a business enterprise.

At the end of a business day, the amount of money in the cash drawer of a cash register must be "proved," or checked against the total shown on the detailed audit strip. To prove the cash in your cash drawer, use the "Proof of Cash" form which is printed on the lower section of this sheet as you follow the directions listed on this page and the next.

1. Count the wrapped and loose coins and bills shown on the next page.
2. In the spaces provided on your "Proof of Cash" form, enter the number and amount in each denomination.
3. Compute and record the total.

PROOF OF CASH

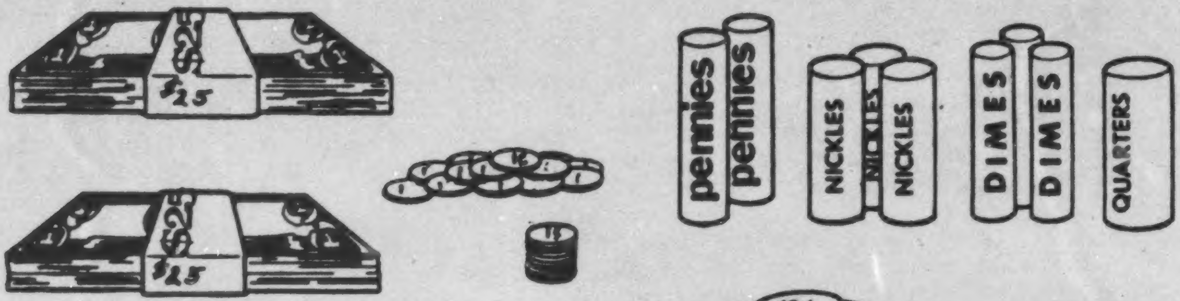
Date: ____________

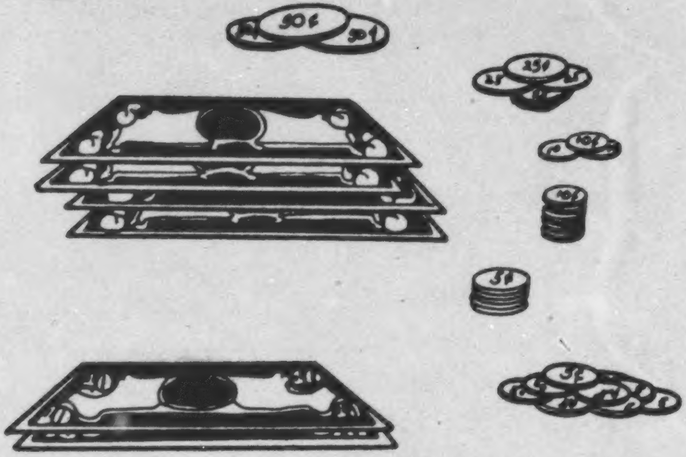
NUMBER	DENOMINATION	AMOUNT	
	Pennies		
	Nickels		
	Dimes		
	Quarters		
	Half-Dollars		
	$1 bills		
	$5 bills		
	$10 bills		
	$20 bills		
	TOTAL CASH IN DRAWER		
	*Less change received at beginning of the day =		
	Cash received during the day		
	Total shown on detailed audit strip		
Cash Proved ☐	Cash Over ☐ Cash Short ☐ Amount of cash short or over		

Cashier: ____________________ Manager: ____________________
Signature Signature

*Assume you have placed this amount of money in the cash bag so that you will have enough change to begin your next day's work.

The contents of your cash drawer and the detailed audit strip from your cash register are pictured below. For your convenience in counting the amount of money in the rolls, a table has been included among the illustrations on this sheet.



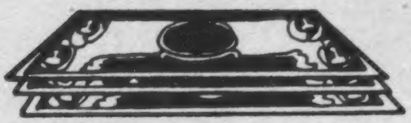


Now, complete the "Proof of Cash" form on the previous page as you continue with these directions.

4. Refer to your total "Cash Bag Count" on page 51. Enter this as the amount of change which you received at the beginning of the day.
5. To determine the "Cash received during the day," subtract the change received at the beginning of the day from "Total Cash in Drawer."
6. Refer to the "Detailed Audit Strip" at the right and enter the total in the space provided.
7. Compare this amount with "Cash received during the day. If the two figures agree, check the box following "Cash Proved." If they do not, check whether the cash is "Over or "Short" and indicate the amount.
8. Sign the "Proof of Cash" form on the line following "Cashier."

*
5.16
8.93
4.61
7.28
3.37
4.81
4.51
6.67
14.41
1.91
8.05

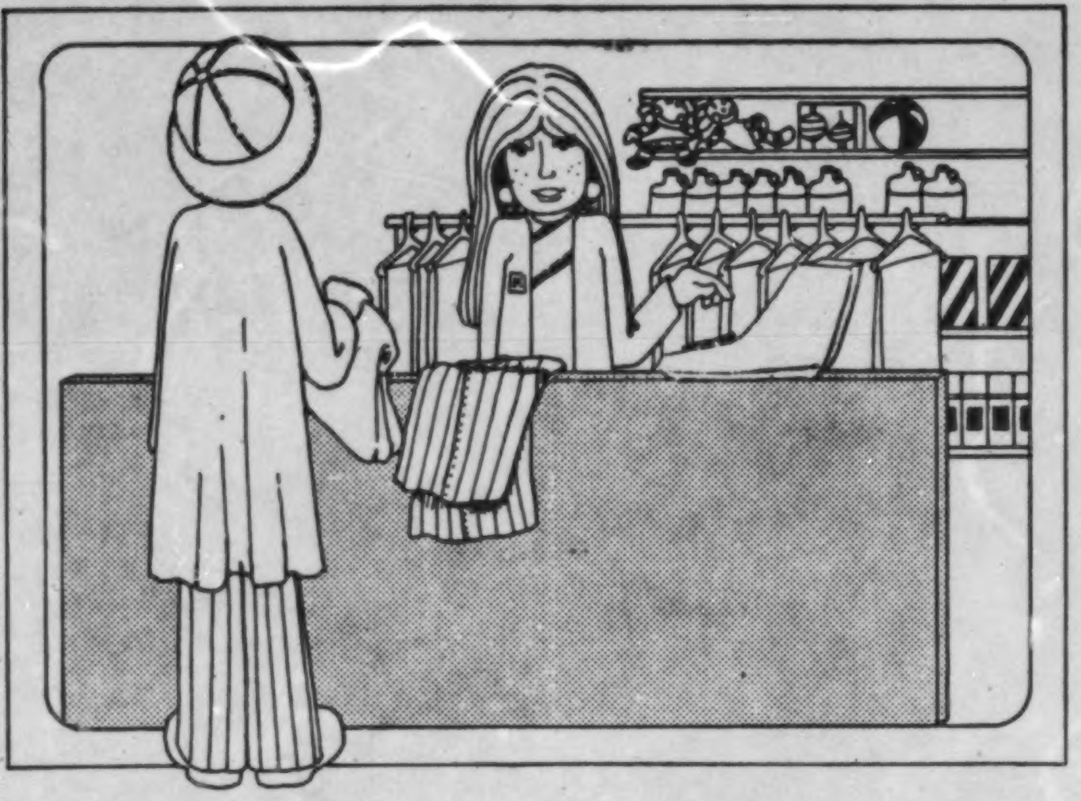
69.71*



No. of Coins in a Roll	
Pennies	50
Nickels	40
Dimes	50
Quarters	40
Halves	20

(Simulation Page 6)

WOULD I LIKE TO BE A CASHIER?



Think for a few minutes about your brief experience as a cashier for the Beer Baron Restaurant and Lounge, then answer the questions below. If most of your answers are "yes," chances are you would like working as a cashier.

	(Circle One)	
1. Do you think that you would like receiving payments made by customers and making change?	YES	NO
2. Would you like to operate a cash register and a change-making machine?	YES	NO
3. Do you think that, as a cashier, you would be accurate in making change when there is a line-up of customers, each one in a hurry?	YES	NO
4. If you were a cashier, could you resist the temptation to give friends a break?	YES	NO
5. Do you think, as a cashier, that you would remain pleasant and patient when explaining the policies of a business to people who may not understand?	YES	NO
6. Would you like to prove the cash in the cash drawer of a cash register at the end of each business day?	YES	NO
7. In addition to operating a cash register and a change-making machine, would you be willing to perform other duties such as seating customers, making bank deposits, handling reservations for meals, typing menus, and wrapping or bagging purchases?	YES	NO

UNIT 4

A DAY AS A TYPIST IN THE OFFICES OF AN AUTOMOBILE MANUFACTURER

PURPOSE

The purpose of this unit is to acquaint students with the career of a typist as they type letters, address envelopes, fold and insert letters into envelopes, and proofread.

MAJOR ACTIVITY

The major activity of this unit is a simulation in which students prepare outgoing mail for the Marketing Department of the Benton Motor Car Company. The student is taking the place of typist Bill Jensen who is on vacation. The activity requires the student to address envelopes, fold letters for insertion into envelopes and proofread.

Before Class Begins:

1. If typewriters are available, they should be used by students in completing this simulation on the career of typist.
2. Duplicate enough copies of the simulation (white pages at the end of this unit) to provide each student with a copy.
3. Read "Background Information on Typists" on page 66.

During Class:

1. Distribute the simulation packets, reading and discussing the first two pages with students. Discussion suggestions are included in the teacher's key, page 60.
2. Ask students to complete the simulation through page 7. Observe the students in their first attempt at folding letters. It may be necessary to demonstrate the correct procedure for folding letters.

   When students have finished the simulation through page 7, go through the simulation with them, checking to see whether they had any difficulties.
3. Have students go to page 8 of the simulation to answer and discuss the topics on that page. (See teacher's key for suggestions.)
4. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

66

OPTIONAL ACTIVITIES

1 → Class Display: "Envelopes and Things". Have each student bring to class at least two *business* letters and envelopes that they or their parents received at home. *(Tell students to ask permission of parents before bringing in business letters.)* Ask students to look for envelopes and letters of unusual sizes or colors.

After students have collected samples and brought them to class, make a bulletin board display using a variety of paper sizes and colors.

Discuss with students:

1. Why paper is made in different thicknesses. (For example, thin paper is often used for advertisements or magazines because it weighs less to mail.)
2. What colors can be associated with different types of mail--such as white or very pale pastels (business letters), vivid colors (advertising), and paper or envelopes with flowers and designs (personal letters).
3. Ask students what clues they get about what kind of mail is inside a letter before opening it by looking at the envelope.

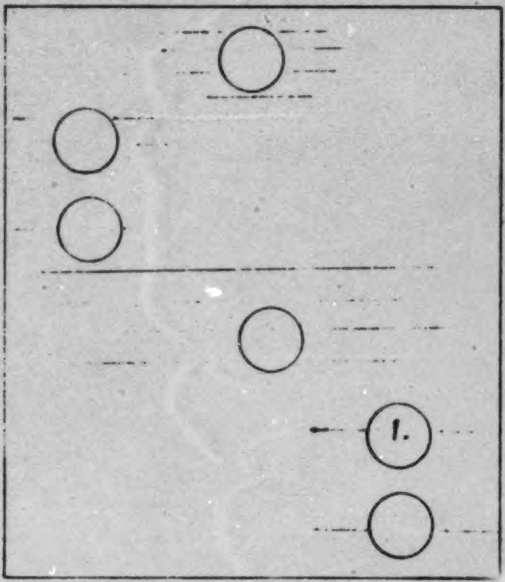
2 → Arranging Information: "Scrambled Letter Parts." The letters in the "Scrambled Letter Parts" activity on page 59 will give students an opportunity to see whether they know the proper placement of letter parts.

1. Duplicate and distribute a copy of "Scrambled Letters" to each student in the class.
2. Have students work through the activities according to the instructions at the top of the page.
3. After students have completed the activity, go over the correct answers with them.

3 → Classroom Guest: Have the typing or general business teacher show students activities a typist might perform on the job, such as speed typing and chain feeding of envelopes.

SCRAMBLED LETTER PARTS

Instructions: Below are the scrambled parts of a business letter. Place the number of each part in the circle located in the correct position on letter form. One circle is filled in for you.



1
Very truly yours,

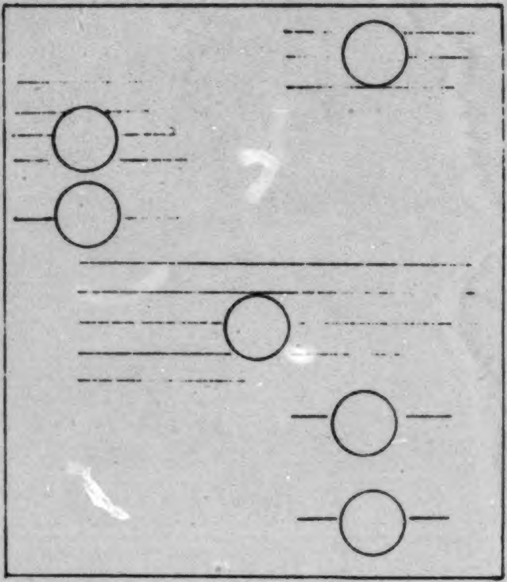
2
Jeanne Phillips

3
Dear Mrs. Adams:

4
CANINE COIFFURES
100 East Lansing Blvd.
Canton, Ohio 44306
February 2, 197-

5
Mrs. Kenneth Adams
P.O. Box 2894
Canton, Ohio 44306

6
According to our records, it has been six months since we last groomed your dog, Moses. Why not make your dog happy by calling us today for an appointment for a clipping and shampoo.



1
Elizabeth Dawson

2
I am replying to the ad in Sunday's newspaper about the secretarial position in your office.
In June I received my Associate Degree in Secretarial Science. While going to school, I worked one-half time as a secretary at the law firm of Jackson and Manning.
My resume is enclosed. If you would like further information about me, please feel free to call 491-7181.

3
Dear Mr. Simon:

4
Mr. William Simon, Manager
American Heritage Ins. Co.
1933 West Jackson Blvd.
Ft. Lauderdale, Florida 33302

5
1621 Azalea Drive
Ft. Lauderdale, Florida 33302
July 28, 197-

6
Sincerely yours,

UNIT 4

TEACHER'S KEY

Simulation Page 1

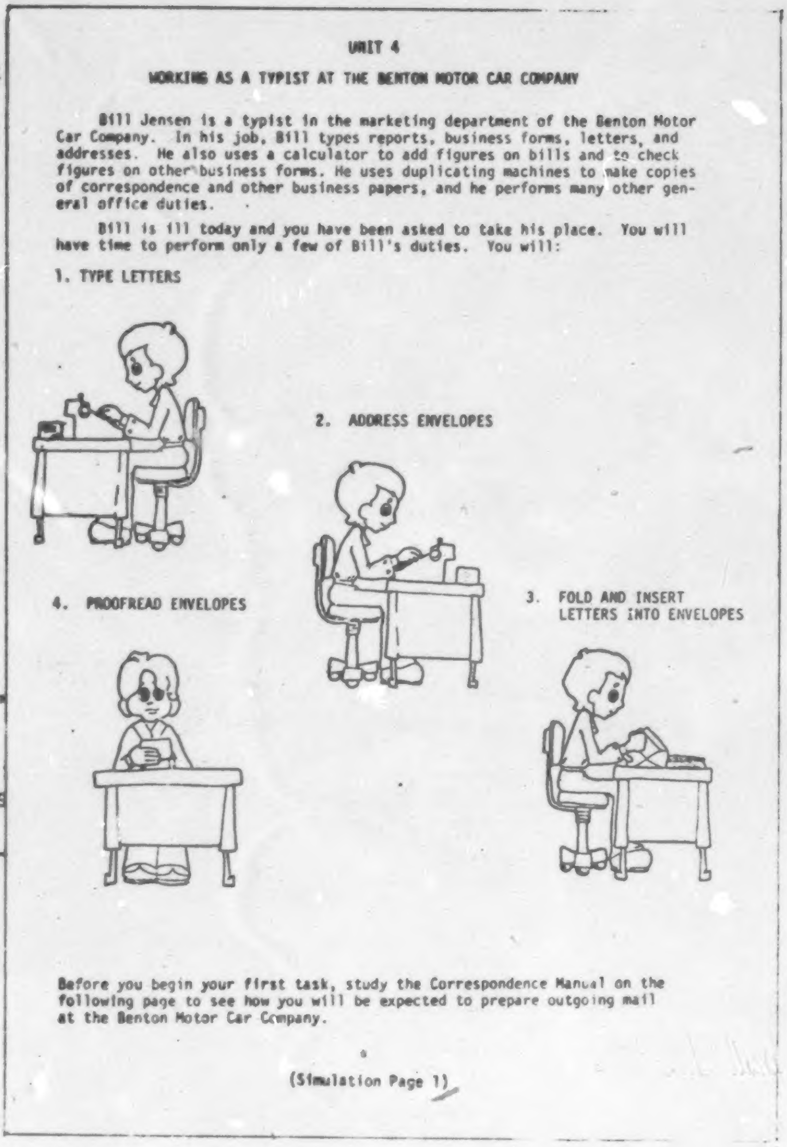
Go over Page 1 of the simulation activity with the students.

a. Ask students whether they know how to type. If any do, encourage them to tell what they like and dislike about typing.

b. Ask students what skills a typist needs other than just being able to strike the typewriter keys accurately. *(Ability to place a manuscript or letter on the page attractively; knowledge of writing mechanics such as spelling, punctuation, capitalization; ability to read "messy" handwriting; knowledge of how to go about searching for missing information; general office skills; communications skills; human relations skills; and so on.)*

c. Explain that a typist is actually a "word processor" in that the typist "processes" rough draft or dictated messages into attractively typed material. Today, however, the term word processing is generally used to refer to a system in which experienced typists use automated equipment to produce and distribute typewritten copy at top speed.

d. If students do not know how to address an envelope, go through the procedures (i.e., how to place the address) before they begin the unit.



UNIT 4

WORKING AS A TYPIST AT THE BENTON MOTOR CAR COMPANY

Bill Jensen is a typist in the marketing department of the Benton Motor Car Company. In his job, Bill types reports, business forms, letters, and addresses. He also uses a calculator to add figures on bills and to check figures on other business forms. He uses duplicating machines to make copies of correspondence and other business papers, and he performs many other general office duties.

Bill is ill today and you have been asked to take his place. You will have time to perform only a few of Bill's duties. You will:

1. TYPE LETTERS

2. ADDRESS ENVELOPES

3. FOLD AND INSERT LETTERS INTO ENVELOPES

4. PROOFREAD ENVELOPES

Before you begin your first task, study the Correspondence Manual on the following page to see how you will be expected to prepare outgoing mail at the Benton Motor Car Company.

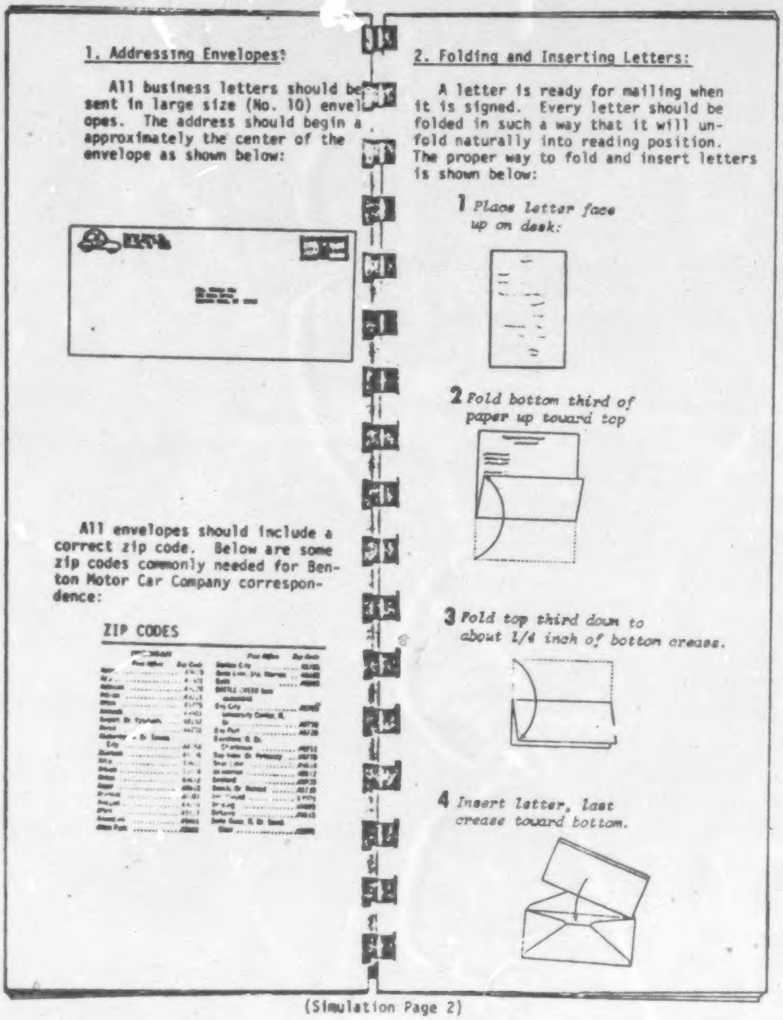
(Simulation Page 1)

Simulation Page 2

Study Sheet: Students are to read and study the information on this sheet before completing the unit.

There is no written student work to check on this page.

These are two pages from the Benton Motor Car Company Office Manual. Before beginning your job as a typist, read them. They have information that will help you as a typist.



1. Addressing Envelopes:

All business letters should be sent in large size (No. 10) envelopes. The address should begin at approximately the center of the envelope as shown below:

All envelopes should include a correct zip code. Below are some zip codes commonly needed for Benton Motor Car Company correspondence:

ZIP CODES

2. Folding and Inserting Letters:

A letter is ready for mailing when it is signed. Every letter should be folded in such a way that it will unfold naturally into reading position. The proper way to fold and insert letters is shown below:

1 *Place letter face up on desk:*

2 *Fold bottom third of paper up toward top*

3 *Fold top third down to about 1/4 inch of bottom crease.*

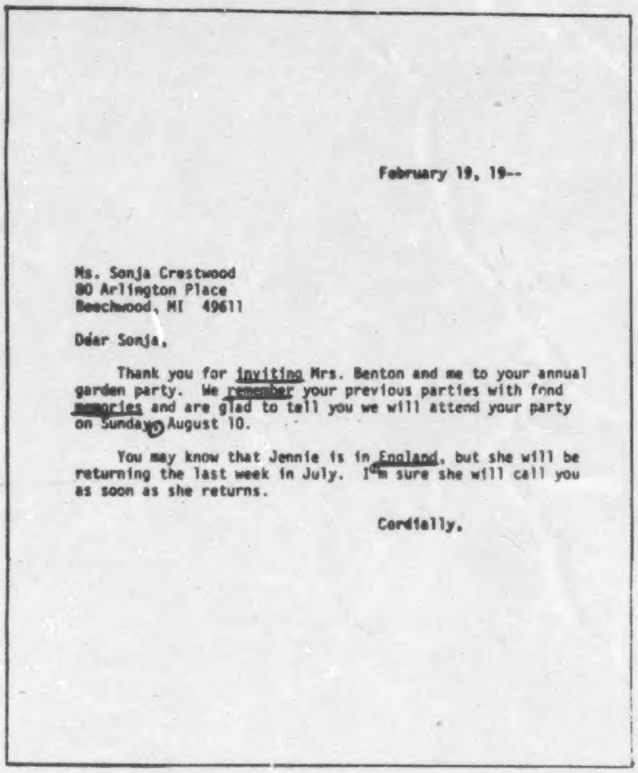
4 *Insert letter, last crease toward bottom.*

(Simulation Page 2)

Ask students if they can figure out why letters are folded and inserted in the way shown on this page.

Simulation page 3

Compare the typed letters of students with the key shown at the right. Point out the corrections that should have been made (underlined and circled items).



February 19, 19--

Ms. Sonja Crestwood
80 Arlington Place
Beechwood, MI 49611

Dear Sonja,

Thank you for inviting Mrs. Benton and me to your annual garden party. We remember your previous parties with fond memories and are glad to tell you we will attend your party on Sunday, August 10.

You may know that Jennie is in England, but she will be returning the last week in July. I'm sure she will call you as soon as she returns.

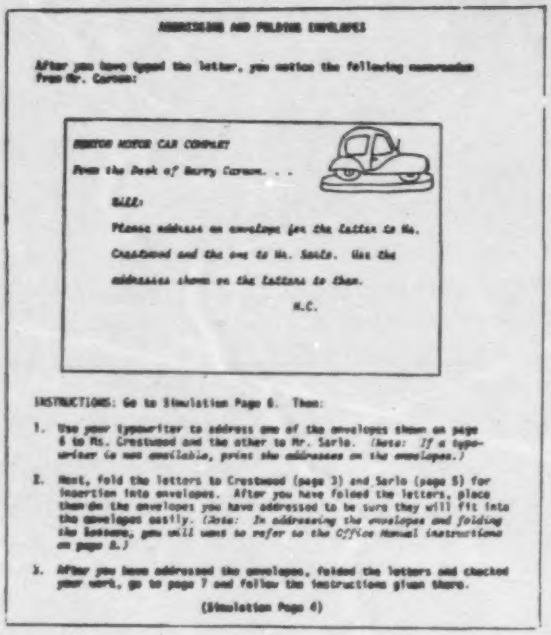
Cordially,

Simulation Pages 3, 4, 5, and 6

Page 4 is an instruction sheet which tells students to fold the letters on pages 3 and 5 and then to address a large envelope for each (page 6).

Simulation Page 4 →

Nothing to check on this page.



ADDRESSING AND FOLDING ENVELOPES

After you have typed the letter, you notice the following memorandum from Mr. Carson:

[illegible] MOTOR CAR COMPANY

From the Desk of Harry Carson. . .

Bill:

Please address an envelope for the letter to Ms. Crestwood and the one to Mr. Sarlo. Use the addresses shown on the letters to them.

H.C.

INSTRUCTIONS: Go to Simulation Page 6. Then:

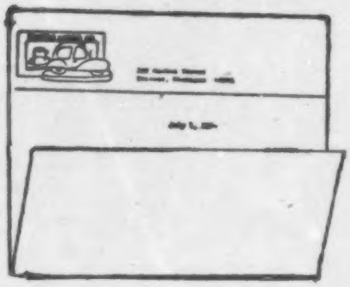
1. Use your typewriter to address one of the envelopes shown on page 6 to Ms. Crestwood and the other to Mr. Sarlo. *(Note: If a typewriter is not available, print the addresses on the envelopes.)*
2. Next, fold the letters to Crestwood (page 3) and Sarlo (page 5) for insertion into envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily. *(Note: In addressing the envelopes and folding the letters, you will want to refer to the Office Manual instructions on page 8.)*
3. After you have addressed the envelopes, folded the letters and checked your work, go to page 7 and follow the instructions given there.

(Simulation Page 4)

CHECK:

Students should have folded the two letters (pages 3 and 5) as shown in the illustration at the right.

Simulation Pages 3 and 5 →



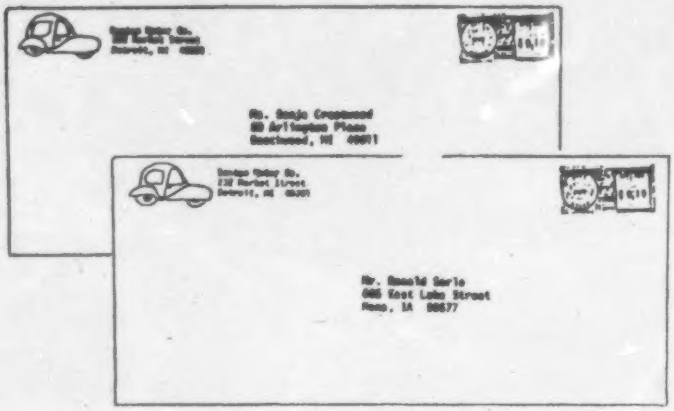
Fold One

Fold Two

CHECK:

Students should have addressed the two envelopes on page 6 of the simulation as shown:

Simulation Page 6 →



Check to see that the addresses are correctly placed and contain no errors.

Simulation page 7

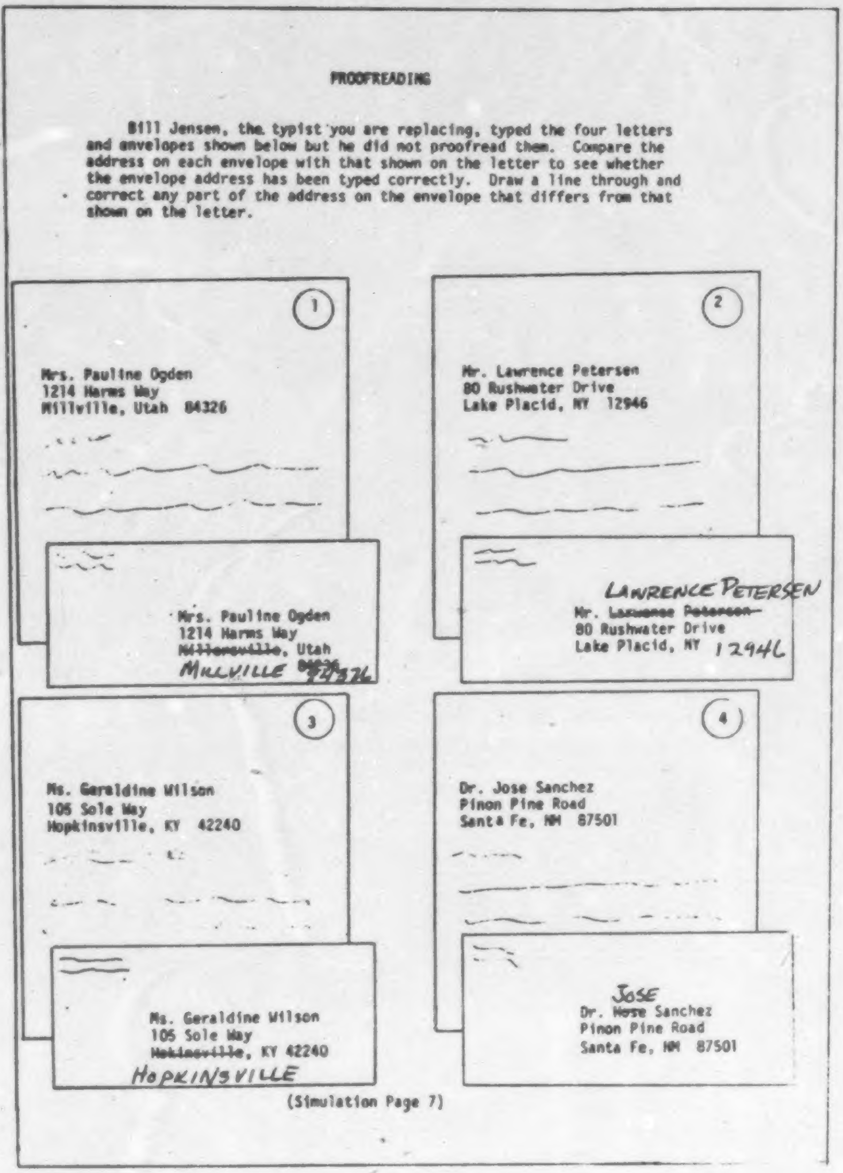
CHECK:

Have students name the mistake on each envelope and give the corrected version.

Optional Discussion Topic

- Ask students to name possible consequences of mailing an envelope addressed incorrectly.

(The envelope could be delivered to the wrong address or returned to the sender. If the letter reached the person they could be offended by incorrect spelling of their name.)



PROOFREADING

Bill Jensen, the typist you are replacing, typed the four letters and envelopes shown below but he did not proofread them. Compare the address on each envelope with that shown on the letter to see whether the envelope address has been typed correctly. Draw a line through and correct any part of the address on the envelope that differs from that shown on the letter.

①

Mrs. Pauline Ogden
1214 Harms Way
Millville, Utah 84326

Mrs. Pauline Ogden
1214 Harms Way
~~[illegible]~~, Utah
MILLVILLE ~~[illegible]~~ 84326

②

Mr. Lawrence Petersen
80 Rushwater Drive
Lake Placid, NY 12946

LAWRENCE PETERSEN
Mr. ~~[illegible]~~
80 Rushwater Drive
Lake Placid, NY 12946

③

Ms. Geraldine Wilson
105 Sole Way
Hopkinsville, KY 42240

Ms. Geraldine Wilson
105 Sole Way
~~Hokinsville~~, KY 42240
HOPKINSVILLE

④

Dr. Jose Sanchez
Pinon Pine Road
Santa Fe, NM 87501

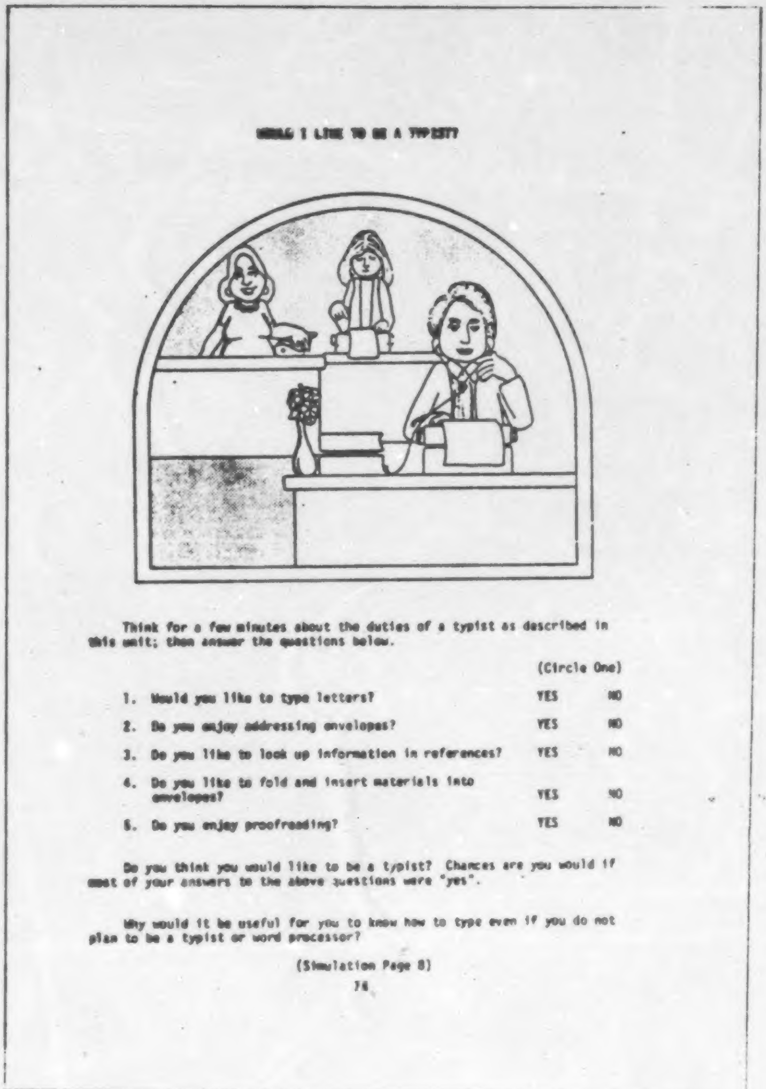
JOSE
Dr. ~~Hose~~ Sanchez
Pinon Pine Road
Santa Fe, NM 87501

(Simulation Page 7)

Simulation page 8

The purpose of the questions on page 8 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A TYPIST?

Think for a few minutes about the duties of a typist as described in this unit; then answer the questions below.

(Circle One)

1. Would you like to type letters? YES NO
2. Do you enjoy addressing envelopes? YES NO
3. Do you like to look up information in references? YES NO
4. Do you like to fold and insert materials into envelopes? YES NO
5. Do you enjoy proofreading? YES NO

Do you think you would like to be a typist? Chances are you would if most of your answers to the above questions were "yes".

Why would it be useful for you to know how to type even if you do not plan to be a typist or word processor?

(Simulation Page 8)

78

BACKGROUND INFORMATION ON TYPISTS

The main job of a typist is to produce typed copies of printed or handwritten materials. Some typing jobs are considerably more difficult than others. Beginners, sometimes called junior typists, often address envelopes, type headings on form letters, copy directly from handwritten or typed drafts, and do other routine work.

Experienced or senior typists, generally perform work requiring a particularly high degree of accuracy or independent judgment.

Many experienced typists work in "word processing departments" and are called "word processors" and "senior word processors." Word processing departments are special departments or stations in an organization in which typists use automated equipment to type material from dictation which managers call in over their office or home phones. The telephoned dictation is recorded on tapes and the "word processor" types from the dictation while listening to the tapes.

Almost 700,000 workers were employed as typists in 1970. In addition, hundreds of thousands of workers use typing skills in connection with their main job assignments.

Many employers require applicants for typing positions to take a test to show their speed and accuracy. Typists should have a good understanding of spelling, vocabulary, punctuation, and grammar. Employers prefer to hire high school graduates.

A typist may be promoted from a junior to senior typist or to other clerical work involving greater responsibility and higher pay. If the typist is working in a word processing department, the promotion may be from junior word processor to senior word processor.

Employment opportunities are expected to be favorable through the 1970's. As modern businesses continue to expand in size and complexity, more typists will be needed.

Although the salaries for typists are not as high as those for secretaries, an experienced typist can earn a reasonably good income. Look in the classified advertisements of your local newspaper to see what the advertised salaries for beginning and experienced typists are in your community.

UNIT 4

WORKING AS A TYPIST AT THE BENTON MOTOR CAR COMPANY

Bill Jensen is a typist in the marketing department of the Benton Motor Car Company. In his job, Bill types reports, business forms, letters, and addresses. He also uses a calculator to add figures on bills and to check figures on other business forms. He uses duplicating machines to make copies of correspondence and other business papers, and he performs many other general office duties.

Bill is ill today and you have been asked to take his place. You will have time to perform only a few of Bill's duties. You will:

1. TYPE LETTERS

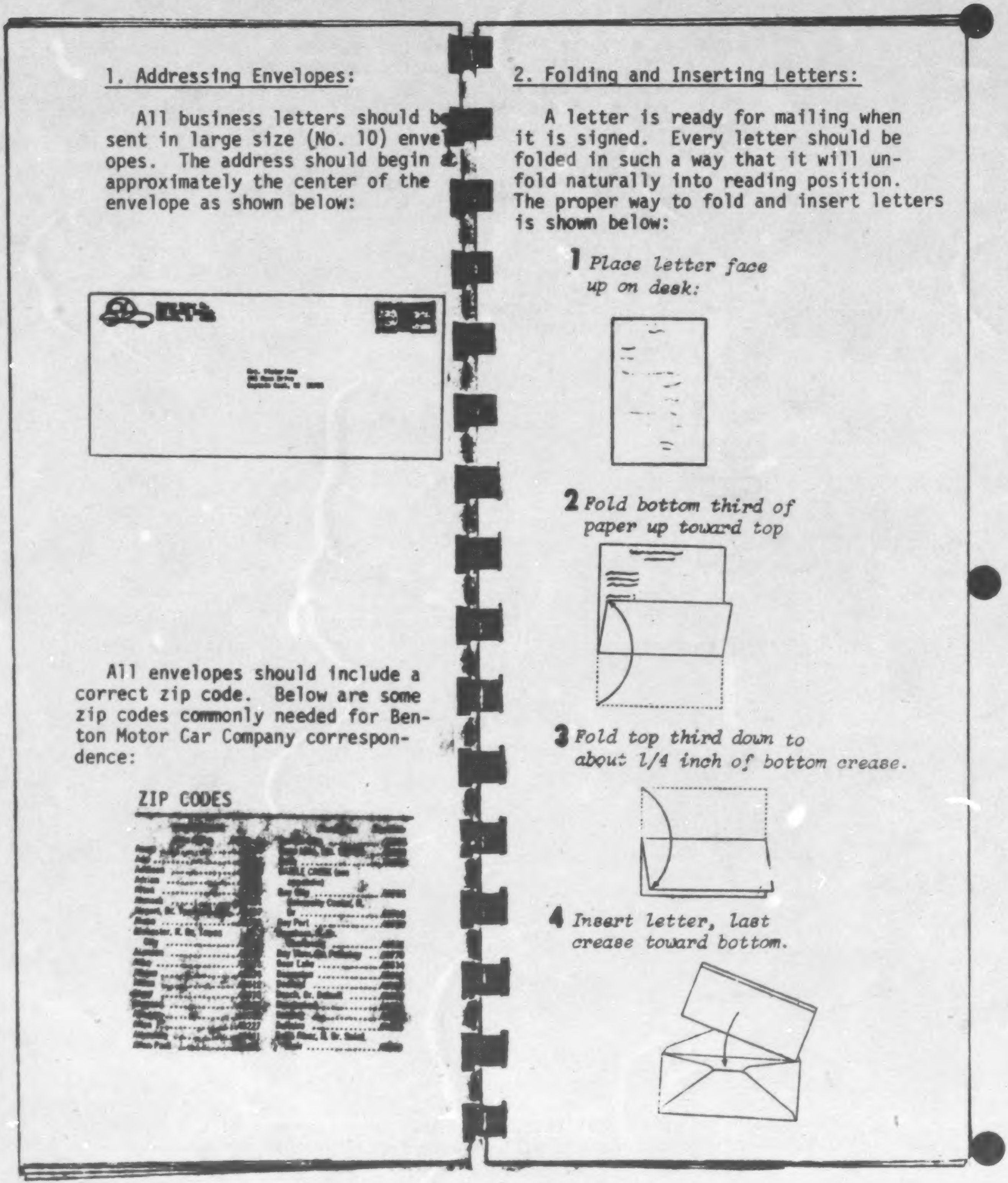
2. ADDRESS ENVELOPES

3. FOLD AND INSERT LETTERS INTO ENVELOPES

4. PROOFREAD ENVELOPES

Before you begin your first task, study the Correspondence Manual on the following page to see how you will be expected to prepare outgoing mail at the Benton Motor Car Company.

These are two pages from the Benton Motor Car Company Office Manual. Before beginning your job as a typist, read them. They have information that will help you as a typist.



1. Addressing Envelopes:

All business letters should be sent in large size (No. 10) envelopes. The address should begin at approximately the center of the envelope as shown below:

All envelopes should include a correct zip code. Below are some zip codes commonly needed for Benton Motor Car Company correspondence:

ZIP CODES

2. Folding and Inserting Letters:

A letter is ready for mailing when it is signed. Every letter should be folded in such a way that it will unfold naturally into reading position. The proper way to fold and insert letters is shown below:

1 *Place letter face up on desk:*

2 *Fold bottom third of paper up toward top*

3 *Fold top third down to about 1/4 inch of bottom crease.*

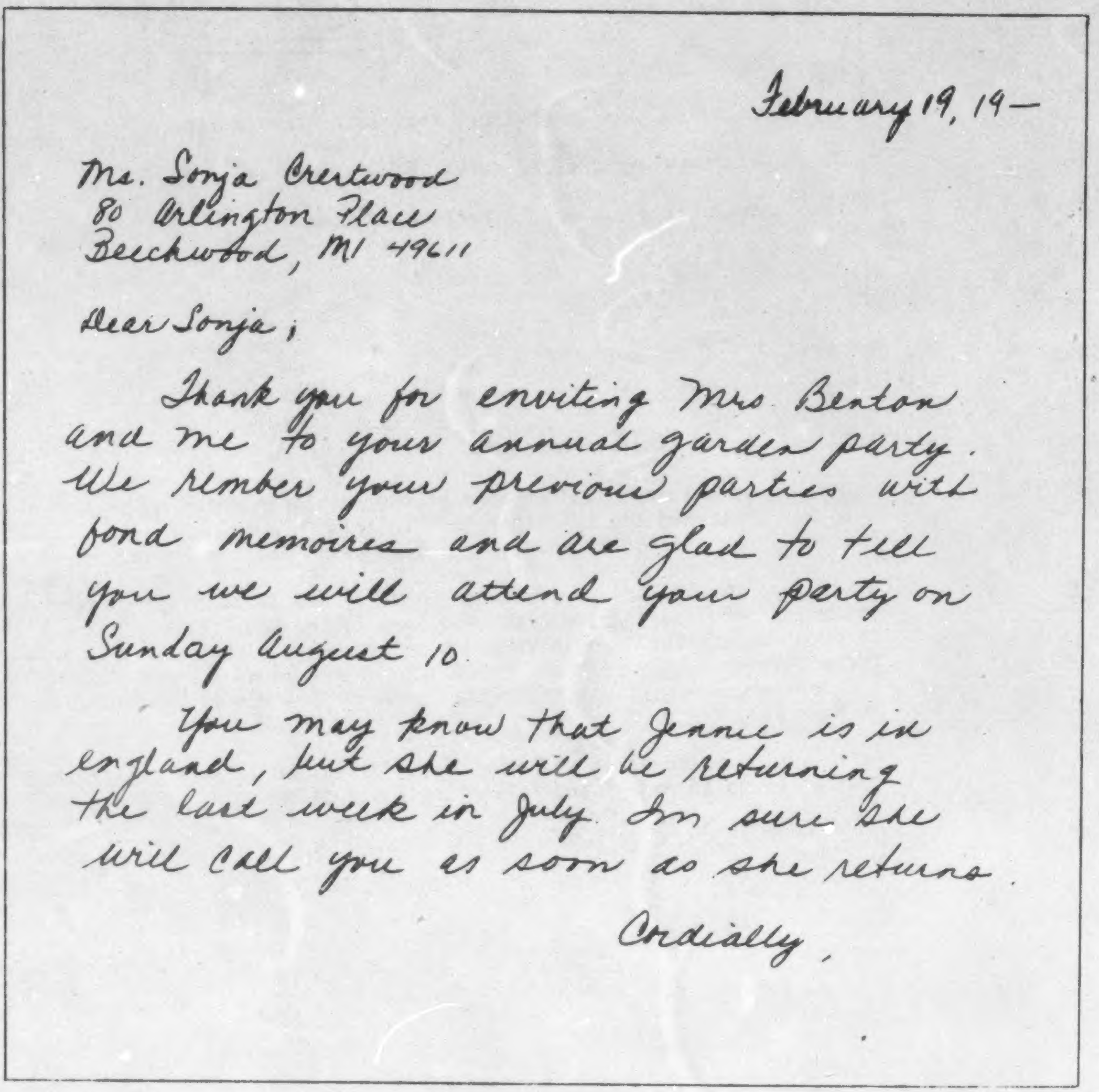
4 *Insert letter, last crease toward bottom.*

(Simulation Page 2)

TYPING LETTERS

Bill's boss, Harry Carson, has left the hand-written letter shown below on your desk. He expects you to correct any spelling and punctuation errors he made before you type and mail the letter.

Instructions: Read the letter below and correct all spelling and punctuation errors. Then, use a typewriter to type the corrected letter. (Note: If no typewriters are available, print the corrected letter on a plain sheet of paper as it would be typed.)



February 19, 19—

Ms. Sonja Crestwood
80 Arlington Place
Beechwood, MI 49611

Dear Sonja;

Thank you for enviting Mrs Benton and me to your annual garden party. We rember your previous parties with fond memoires and are glad to tell you we will attend your party on Sunday August 10.

You may know that Jennie is in england, but she will be returning the last week in July. Im sure she will call you as soon as she returns.

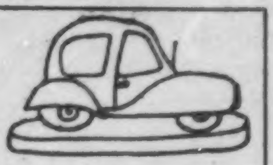
Cordially,

ADDRESSING AND FOLDING ENVELOPES

After you have typed the letter, you notice the following memorandum from Mr. Carson:

BENTON MOTOR CAR COMPANY

From the Desk of Harry Carson. . .



Bill:

Please address an envelope for the letter to Ms. Crestwood and the one to Mr. Sarlo. Use the addresses shown on the letters to them.

H.C.

INSTRUCTIONS: Go to Simulation Page 6. Then:

1. Use your typewriter to address one of the envelopes shown on page 6 to Ms. Crestwood and the other to Mr. Sarlo. *(Note: If a typewriter is not available, print the addresses on the envelopes.)*
2. Next, fold the letters to Crestwood (page 3) and Sarlo (page 5) for insertion into envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily. *(Note: In addressing the envelopes and folding the letters, you will want to refer to the Office Manual instructions on page 2.)*
3. After you have addressed the envelopes, folded the letters and checked your work, go to page 7 and follow the instructions given there.

BENTON MOTOR CO.

232 Market Street
Detroit, Michigan 48201

July 1, 197-

Mr. Ronald Sarlo
605 East Lake Street
Hana, IA 50677

Dear Mr. Sarlo:

You are one of the finalists in the NAME THE COMPACT contest. Out of more than one thousand names submitted, your entry has been selected as one of twenty from which the final selection will be made.

The final choice of winner will be made within a month. You will be notified when the selection has been made.

We congratulate you on being one of the finalists.

Sincerely yours,

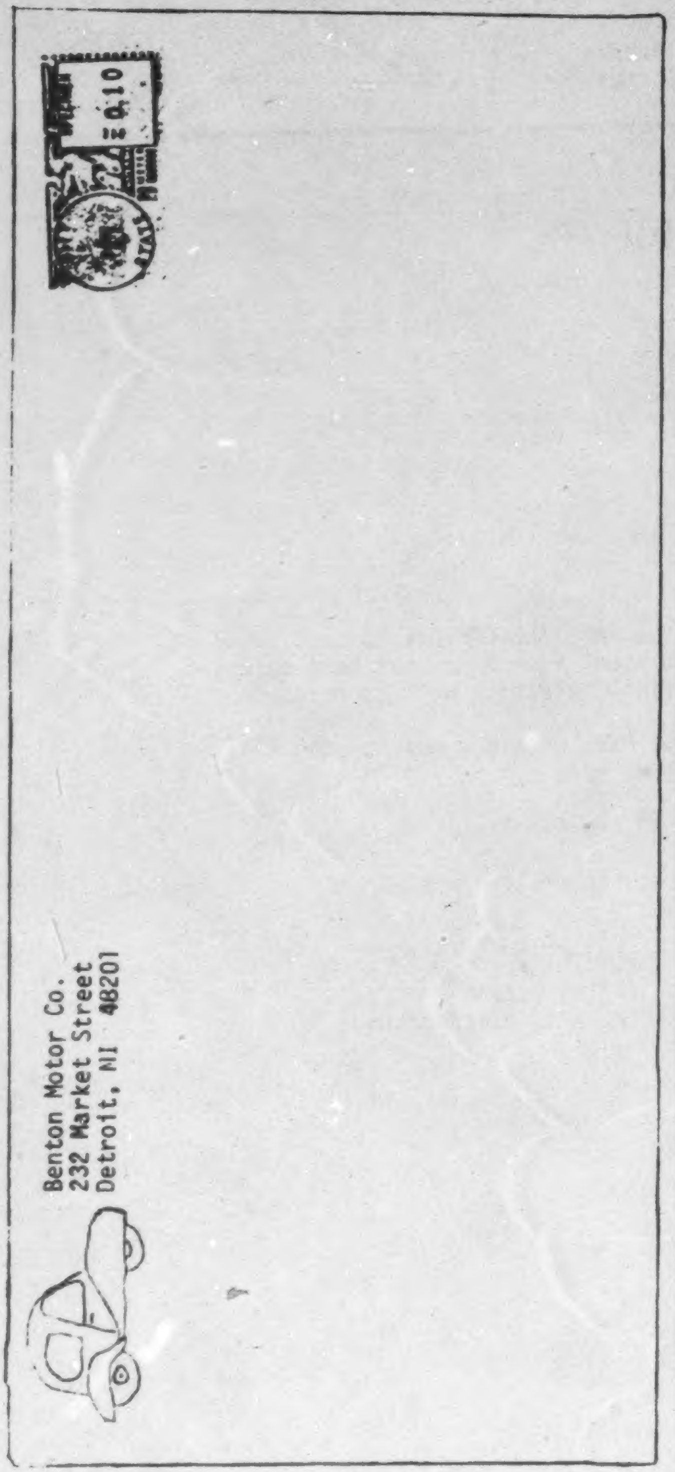
Harry Carson

Harry Carson
Marketing Researcher

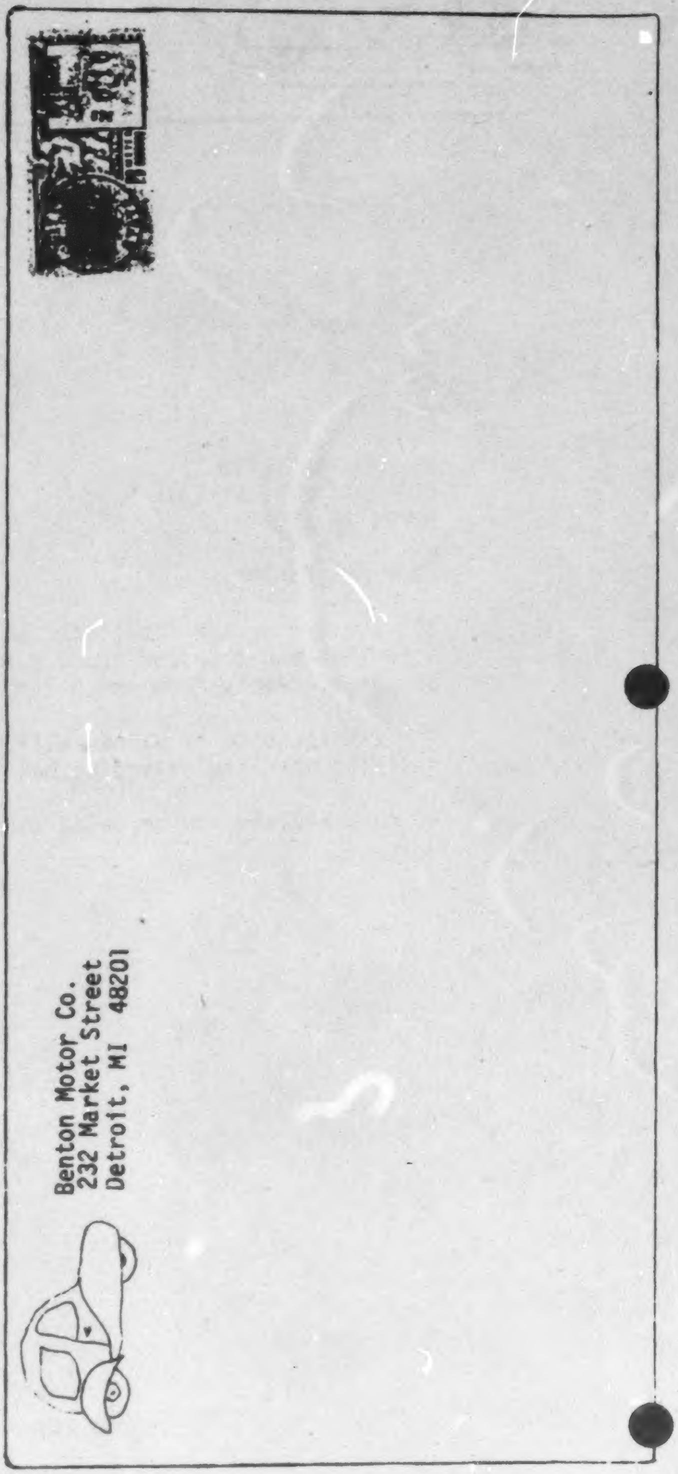
bj

(Simulation Page 5)

LARGE (No. 10 size) ENVELOPES



Benton Motor Co.
232 Market Street
Detroit, MI 48201

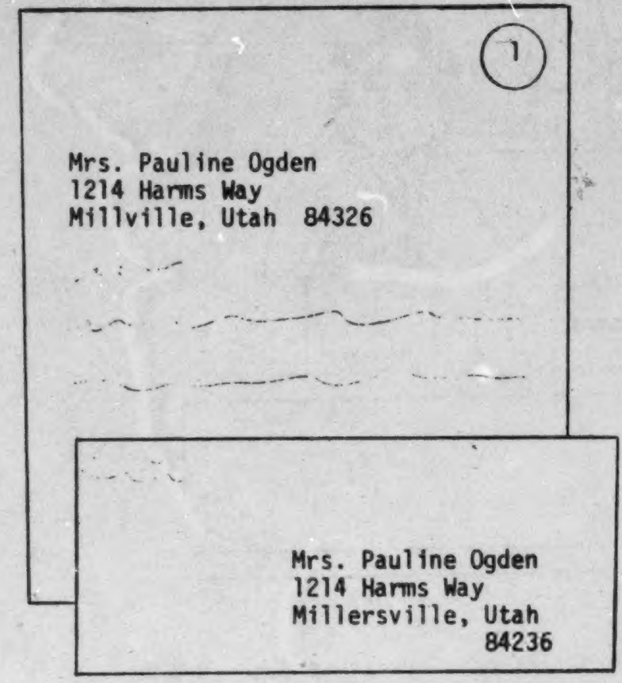


Benton Motor Co.
232 Market Street
Detroit, MI 48201

(Simulation Page 6)

PROOFREADING

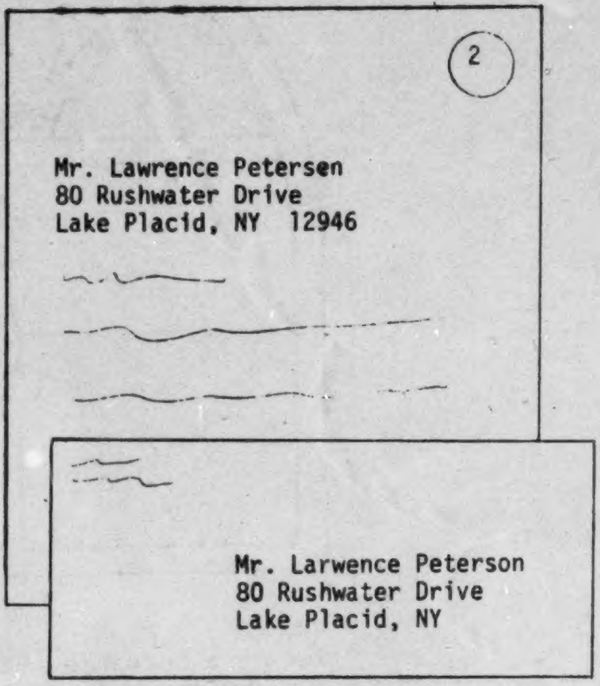
Bill Jensen, the typist you are replacing, typed the four letters and envelopes shown below but he did not proofread them. Compare the address on each envelope with that shown on the letter to see whether the envelope address has been typed correctly. Draw a line through and correct any part of the address on the envelope that differs from that shown on the letter.



①

Mrs. Pauline Ogden
1214 Harms Way
Millville, Utah 84326

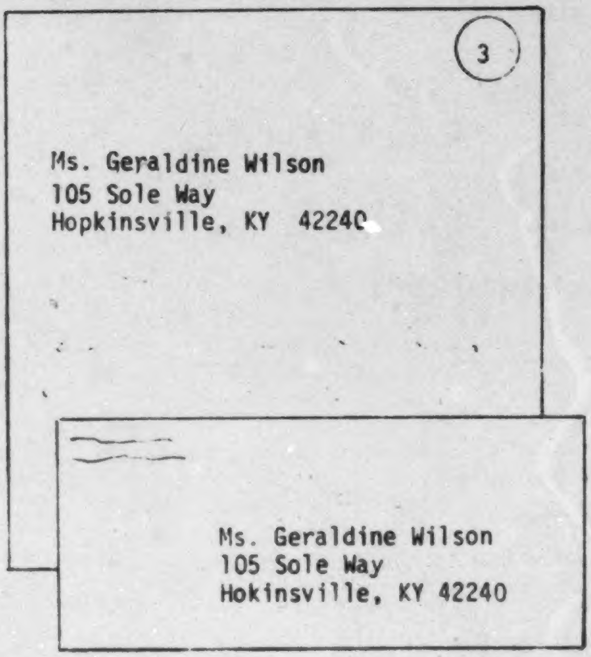
Mrs. Pauline Ogden
1214 Harms Way
Millersville, Utah
84236



②

Mr. Lawrence Petersen
80 Rushwater Drive
Lake Placid, NY 12946

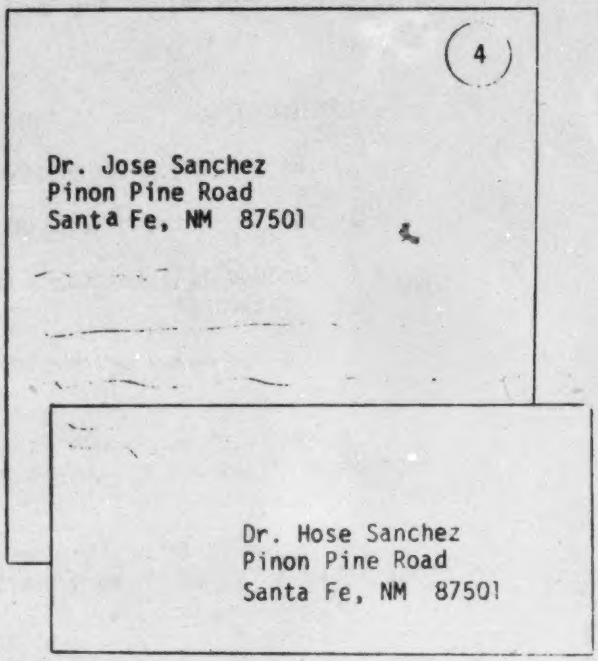
Mr. Larwence Peterson
80 Rushwater Drive
Lake Placid, NY



③

Ms. Geraldine Wilson
105 Sole Way
Hopkinsville, KY 42240

Ms. Geraldine Wilson
105 Sole Way
Hokinsville, KY 42240

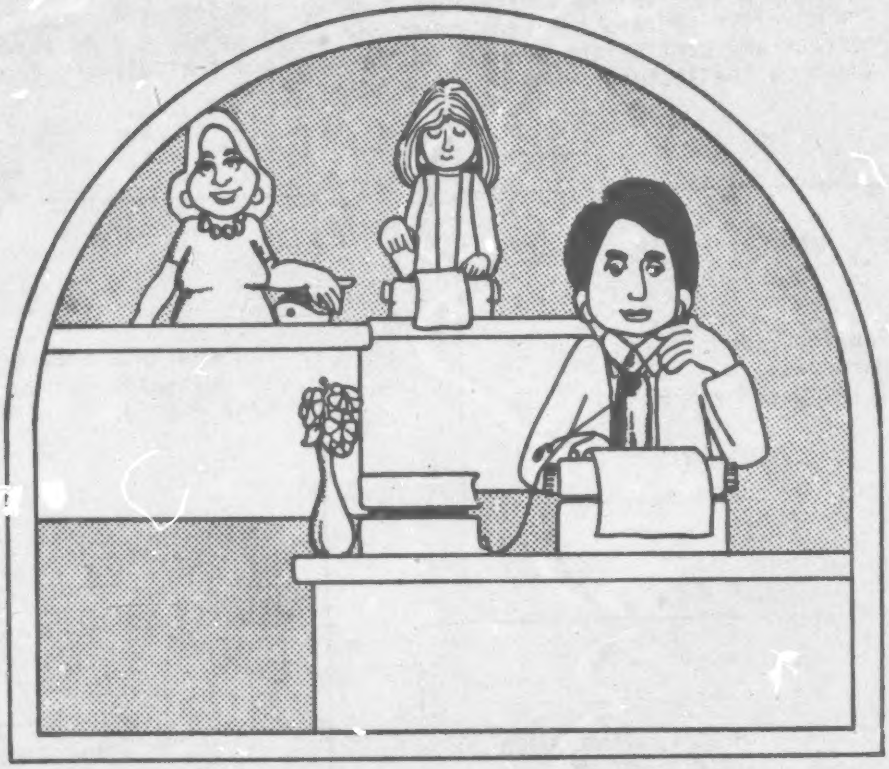


④

Dr. Jose Sanchez
Pinon Pine Road
Santa Fe, NM 87501

Dr. Hose Sanchez
Pinon Pine Road
Santa Fe, NM 87501

WOULD I LIKE TO BE A TYPIST?



Think for a few minutes about the duties of a typist as described in this unit; then answer the questions below.

	(Circle One)	
1. Would you like to type letters?	YES	NO
2. Do you enjoy addressing envelopes?	YES	NO
3. Do you like to look up information in references?	YES	NO
4. Do you like to fold and insert materials into envelopes?	YES	NO
5. Do you enjoy proofreading?	YES	NO

Do you think you would like to be a typist? Chances are you would if most of your answers to the above questions were "yes".

Why would it be useful for you to know how to type even if you do not plan to be a typist or word processor?

UNIT 5

WORKING AS AN ACCOUNTING CLERK FOR A BOATING CLUB

PURPOSE

This unit will afford students an opportunity to learn about the career of accounting clerk while handling transactions for a boating club.

MAJOR ACTIVITIES

While working through the activities of this unit, students will complete a bank deposit slip, write checks and complete check stubs, and interpret a report for the Southern Pacific Boating Club.

Before Class Begins:

1. Duplicate and assemble enough copies of the student simulation packet (page 83-88) to provide each student with a set.

2. Read the "General Information About Bookkeepers and Accounting Clerks," which is on page 82;then scan the Teacher's Key which begins on page 76.

During Class:

1. Distribute the simulation packets; read and discuss with your students the introductory information on page 83.

2. Ask students to complete the activities on pages 84 through 88. While they are busy with their tasks, study the information in the Teacher's Key.

3. When a majority of the students indicate that they have completed their work, go through the entire unit with them. Check answers and discuss any items listed in the Teacher's Key for each of the activities.

UNIT 5

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with the students.

a. Ask the students if they know anyone who works in an accounting department.

b. If so, ask students whether the accounting workers they know really do the types of things described here.

c. Ask students to describe other types of work performed by the accounting workers they know, and the types of organizations in which they work.

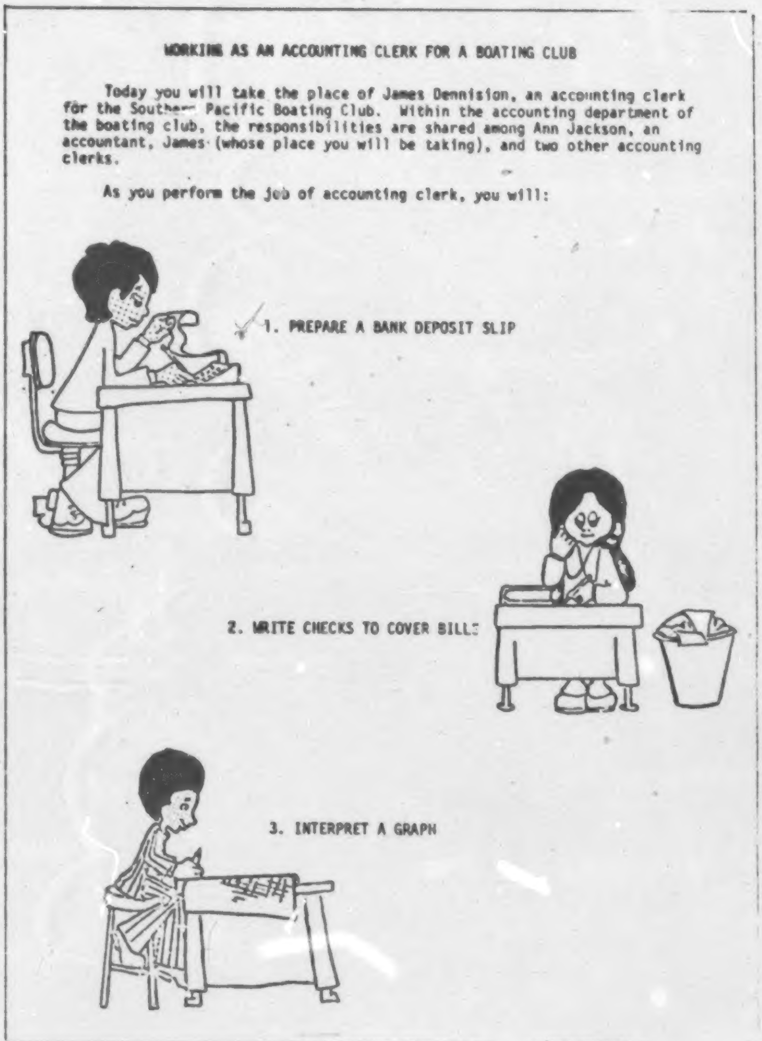
In a discussion develop the idea that accounting workers must:

a. be accurate in working with numbers,

b. enjoy math,

c. have the ability to concentrate,

d. work well with others.



WORKING AS AN ACCOUNTING CLERK FOR A BOATING CLUB

Today you will take the place of James Dennision, an accounting clerk for the Southern Pacific Boating Club. Within the accounting department of the boating club, the responsibilities are shared among Ann Jackson, an accountant, James (whose place you will be taking), and two other accounting clerks.

As you perform the job of accounting clerk, you will:

1. PREPARE A BANK DEPOSIT SLIP

2. WRITE CHECKS TO COVER BILLS

3. INTERPRET A GRAPH

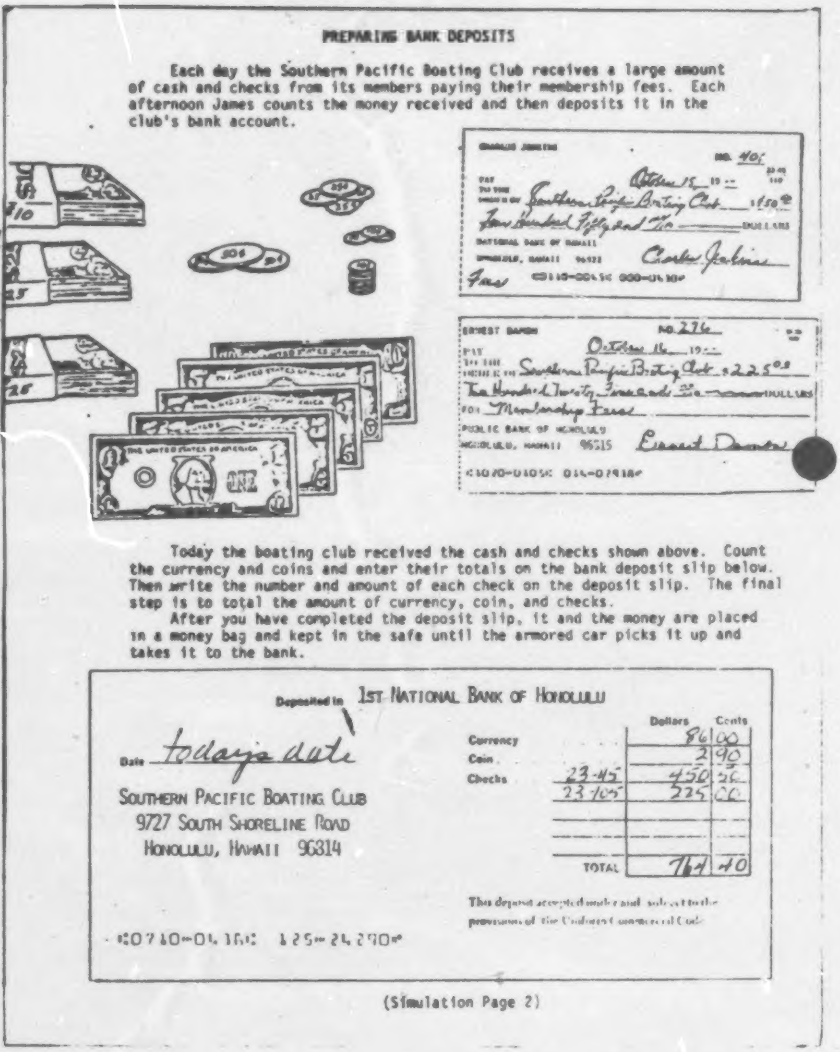
Simulation page 2

CHECK:

Have students compare their completed deposit slips with the one shown in the key at the right.

Optional Discussion Topics

- Ask students what the numbers at the bottom left side of the deposit slip are. *(They are the Southern Pacific Boating Club's bank account number. These numbers are printed in magnetic ink so they can be read by the bank's automated data processing equipment.)*
- Ask students whether any of them have their own bank accounts and, if so, the procedures they follow in making bank deposits.



PREPARING BANK DEPOSITS

Each day the Southern Pacific Boating Club receives a large amount of cash and checks from its members paying their membership fees. Each afternoon James counts the money received and then deposits it in the club's bank account.

October 15 19--
Southern Pacific Boating Club $450.00
Four Hundred Fifty and 00/100 DOLLARS
NATIONAL BANK OF HAWAII
Charles Jenkins
Fees

ERNEST DAMON NO. 276
October 16 19--
PAY TO THE ORDER OF Southern Pacific Boating Club $225.00
Two Hundred Twenty Five and 00/100 DOLLARS
FOR Membership Fees
PUBLIC BANK OF HONOLULU
HONOLULU, HAWAII 96515
Ernest Damon

Today the boating club received the cash and checks shown above. Count the currency and coins and enter their totals on the bank deposit slip below. Then write the number and amount of each check on the deposit slip. The final step is to total the amount of currency, coin, and checks.

After you have completed the deposit slip, it and the money are placed in a money bag and kept in the safe until the armored car picks it up and takes it to the bank.

Deposited in 1ST NATIONAL BANK OF HONOLULU

Date todays date

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96314

		Dollars	Cents
Currency		86	00
Coin		2	90
Checks	23-45	450	50
	23-105	225	00
TOTAL		764	40

This deposit accepted under and subject to the provisions of the Uniform Commercial Code

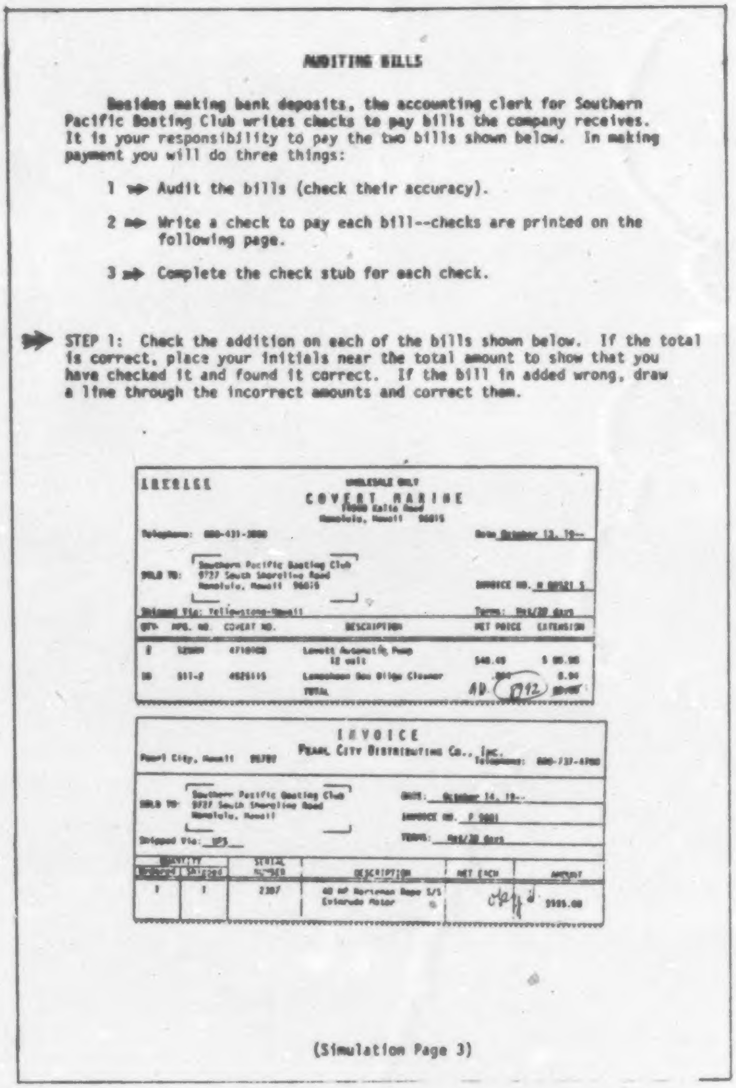
⑆0710-0136⑆ 125-24290⑈

(Simulation Page 2)

Simulation Page 3

CHECK:

Students should have initialed both invoices and corrected the total on the top invoice.



AUDITING BILLS

Besides making bank deposits, the accounting clerk for Southern Pacific Boating Club writes checks to pay bills the company receives. It is your responsibility to pay the two bills shown below. In making payment you will do three things:

1 ➡ Audit the bills (check their accuracy).

2 ➡ Write a check to pay each bill--checks are printed on the following page.

3 ➡ Complete the check stub for each check.

➡ STEP 1: Check the addition on each of the bills shown below. If the total is correct, place your initials near the total amount to show that you have checked it and found it correct. If the bill in added wrong, draw a line through the incorrect amounts and correct them.

INVOICE

WHOLESALE ONLY

COVERT MARINE

Honolulu, Hawaii

Date October 13, 19--

SOLD TO: Southern Pacific Boating Club
9727 South Shoreline Road
Honolulu, Hawaii

QTY.	MFG. NO.	COVERT NO.	DESCRIPTION	NET PRICE	EXTENSION
[illegible]	[illegible]	[illegible]	[illegible] Automatic Pump 12 volt	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible] Bilge Cleaner	[illegible]	[illegible]
			TOTAL	AD [illegible]	[illegible]

INVOICE

Pearl City Distributing Co., Inc.

Pearl City, Hawaii

SOLD TO: Southern Pacific Boating Club
9727 South Shoreline Road
Honolulu, Hawaii

DATE: October 14, 19--

Shipped Via: UPS

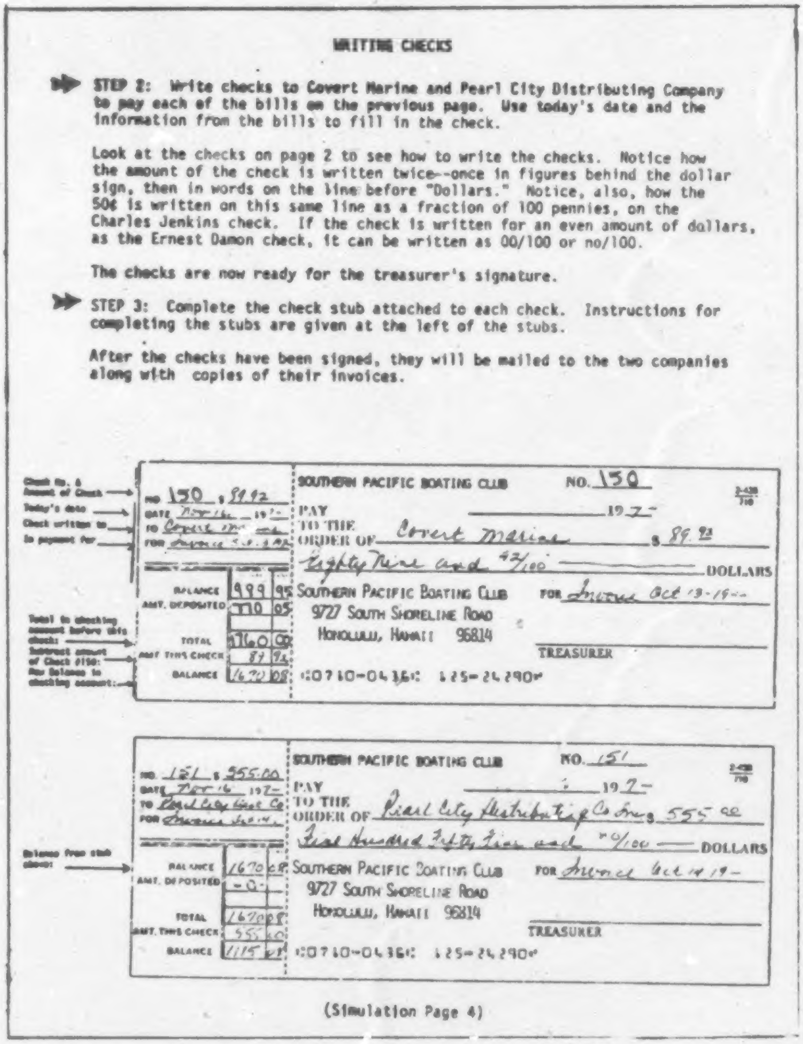
QUANTITY Ordered	QUANTITY Shipped	SERIAL NUMBER	DESCRIPTION	NET EACH	AMOUNT
1	1	2307	[illegible] Evinrude Motor	[illegible]	[illegible]

(Simulation Page 3)

Simulation page 4

CHECK:

Have students compare their completed checks and check stubs with the key shown at the right.



WRITING CHECKS

STEP 2: Write checks to Covert Marine and Pearl City Distributing Company to pay each of the bills on the previous page. Use today's date and the information from the bills to fill in the check.

Look at the checks on page 2 to see how to write the checks. Notice how the amount of the check is written twice--once in figures behind the dollar sign, then in words on the line before "Dollars." Notice, also, how the 50¢ is written on this same line as a fraction of 100 pennies, on the Charles Jenkins check. If the check is written for an even amount of dollars, as the Ernest Damon check, it can be written as 00/100 or no/100.

The checks are now ready for the treasurer's signature.

STEP 3: Complete the check stub attached to each check. Instructions for completing the stubs are given at the left of the stubs.

After the checks have been signed, they will be mailed to the two companies along with copies of their invoices.

Check No. & Amount of Check →
Today's date →
Check written to →
In payment for →

NO. 150 $ 89.92
DATE Nov 16 197-
TO Covert Marine
FOR Invoice

BALANCE	999	95
AMT. DEPOSITED	770	05
TOTAL	1760	00
AMT. THIS CHECK	89	92
BALANCE	1670	08

Total in checking account before this check: →
Subtract amount of Check #150: →
New balance in checking account: →

SOUTHERN PACIFIC BOATING CLUB NO. 150

2-438
710

PAY 19 7-
TO THE
ORDER OF Covert Marine $ 89.92
Eighty Nine and 92/100 DOLLARS

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96814

FOR Invoice Oct 13-19--

TREASURER

:0710-0436: 125-24290

Balance from stub above: →

NO. 151 $ 555.00
DATE Nov 16 197-
TO Pearl City Dist Co
FOR Invoice Oct 14

BALANCE	1670	08
AMT. DEPOSITED	-0-	
TOTAL	1670	08
AMT. THIS CHECK	555	00
BALANCE	1115	08

SOUTHERN PACIFIC BOATING CLUB NO. 151

2-438
710

PAY 19 7-
TO THE
ORDER OF Pearl City Distributing Co Inc $ 555.00
Five Hundred Fifty Five and 00/100 DOLLARS

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96814

FOR Invoice Oct 14 19-

TREASURER

:0710-0436: 125-24290

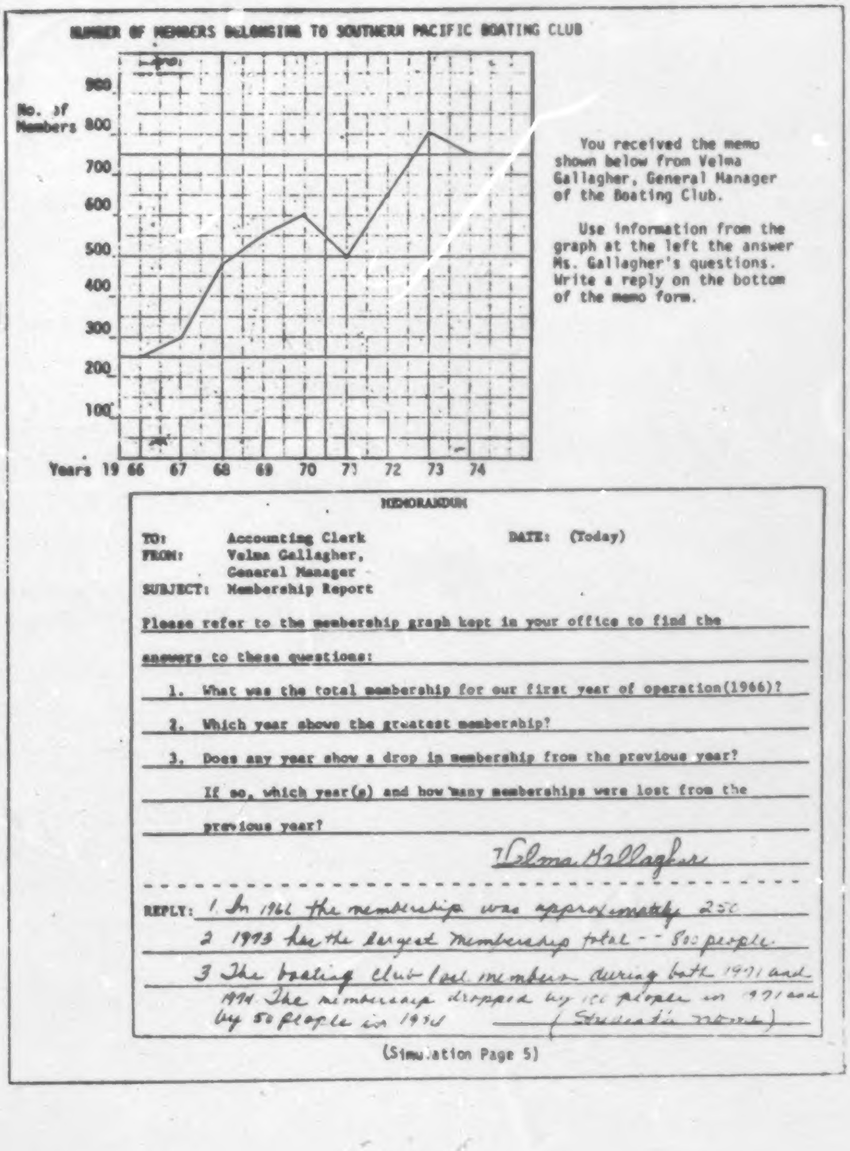
(Simulation Page 4)

Simulation page 5

CHECK:

Students should have included the following information in their reply to Ms. Gallagher:

1. In 1966 the membership was approximately 250.
2. 1973 has the largest membership total--800 people.
3. The Boating Club lost members during both 1971 and 1974. The membership dropped by 100 people in 1971 and by 50 people in 1974.


NUMBER OF MEMBERS BELONGING TO SOUTHERN PACIFIC BOATING CLUB
No. of Members
900
800
700
600
500
400
300
200
100
Years 19 66
67
68
69
70
71
72
73
74

You received the memo shown below from Velma Gallagher, General Manager of the Boating Club.

Use information from the graph at the left the answer Ms. Gallagher's questions. Write a reply on the bottom of the memo form.

MEMORANDUM

TO: Accounting Clerk
FROM: Velma Gallagher, General Manager
SUBJECT: Membership Report
DATE: (Today)

Please refer to the membership graph kept in your office to find the answers to these questions:

1. What was the total membership for our first year of operation(1966)?
2. Which year shows the greatest membership?
3. Does any year show a drop in membership from the previous year? If so, which year(s) and how many memberships were lost from the previous year?

Velma Gallagher

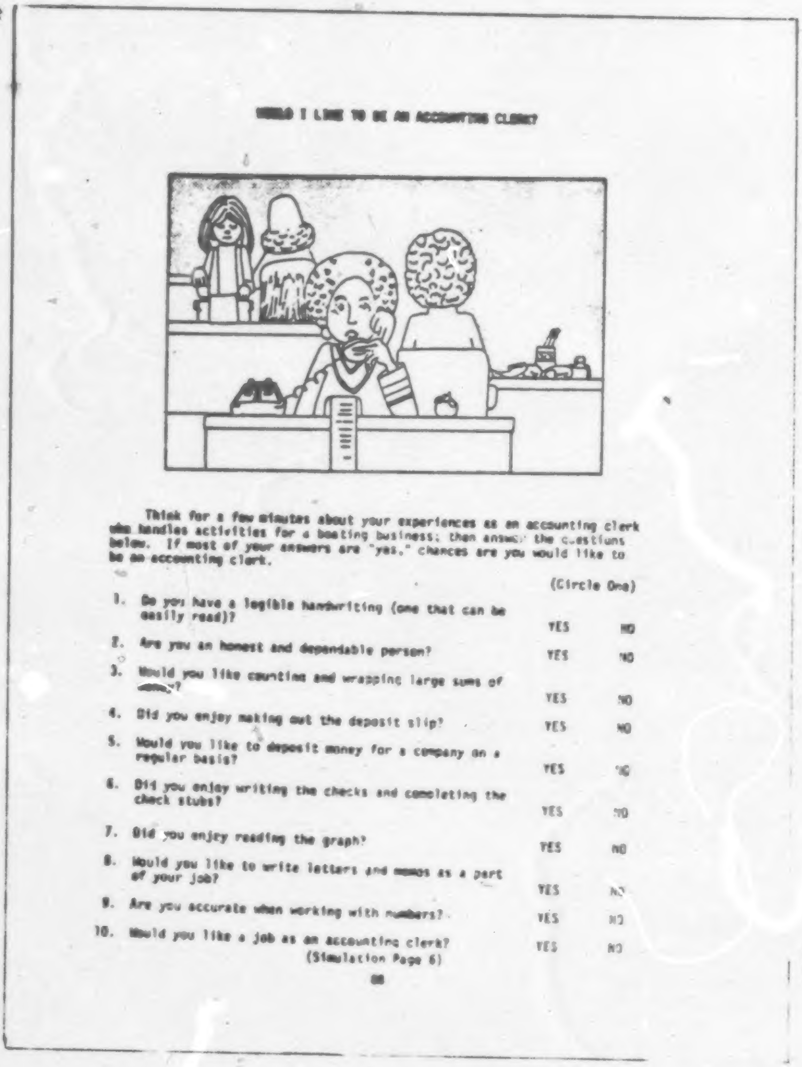
REPLY: 1 In 1966 the membership was approximately 250
2 1973 has the largest membership total -- 800 people.
3 The boating club lost members during both 1971 and 1974. The membership dropped by 100 people in 1971 and by 50 people in 1974 (Student's name)

(Simulation Page 5)

Simulation page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE AN ACCOUNTING CLERK?

Think for a few minutes about your experiences as an accounting clerk who handles activities for a boating business; then answer the questions below. If most of your answers are "yes," chances are you would like to be an accounting clerk.

	(Circle One)	
1. Do you have a legible handwriting (one that can be easily read)?	YES	NO
2. Are you an honest and dependable person?	YES	NO
3. Would you like counting and wrapping large sums of money?	YES	NO
4. Did you enjoy making out the deposit slip?	YES	NO
5. Would you like to deposit money for a company on a regular basis?	YES	NO
6. Did you enjoy writing the checks and completing the check stubs?	YES	NO
7. Did you enjoy reading the graph?	YES	NO
8. Would you like to write letters and memos as a part of your job?	YES	NO
9. Are you accurate when working with numbers?	YES	NO
10. Would you like a job as an accounting clerk?	YES	NO

(Simulation Page 6)

88

GENERAL INFORMATION ABOUT *BOOKKEEPERS AND ACCOUNTING CLERKS

Historically, the term "bookkeeper" referred to that person who kept all of the financial records of a firm in "book form". And, at one time, almost every business organization employed one person, called a "general bookkeeper", who assumed this responsibility. Some small companies have retained such an employee; however, as other businesses grew in size, and as the nature of their financial transactions grew in complexity, the "general bookkeeper" was replaced with an "accounting department" where financial recording and reporting responsibilities are shared by several bookkeepers or accounting clerks who work under the supervision of an accountant.

In companies where there is an accounting department, the accountant in charge is responsible for the implementation and efficient operation of the accounting or data processing system, making decisions, and interpreting financial reports and records to business owners. Tasks such as recording transactions in books called "journals" and "ledgers", writing checks, and preparing summary reports which reflect the financial condition of a business are divided among the several bookkeepers or accounting clerks who work under the direction of the accountant.

Training and Special Skills Required:

Candidates for the positions of bookkeepers and accounting clerks should be high school graduates who have studied bookkeeping or accounting and such related subjects as business arithmetic, business principles, business machines, and typewriting. Desirable personal skills include an above-average aptitude for working with numbers, legible handwriting, and an ability to concentrate on detailed work.

Opportunities for Advancement:

Some experienced bookkeepers and accounting clerks who have leadership ability are promoted to supervisory positions. Those who obtain the necessary training from a college or university may advance to the job of an accountant.

Employment Outlook, Working Conditions, and Salaries:

The need of business for bookkeeping and accounting clerks is expected to increase, at a moderate rate, over the next 10 to 15 years. Annually, around 75,000 are needed to replace employees who resign, retire, or who transfer to other positions.

As office workers, bookkeeping and accounting clerks work indoors amid pleasant surroundings. And, their salaries are comparable to those who hold other types of clerical jobs.

**In current business practice, the term, "bookkeeper", is gradually fading from general use. "Accounting clerk" is now the preferred term used to identify the job classification of those who share the recording and reporting functions of a firm.*

UNIT 5

WORKING AS AN ACCOUNTING CLERK FOR A BOATING CLUB

Today you will take the place of James Dennision, an accounting clerk for the Southern Pacific Boating Club. Within the accounting department of the boating club, the responsibilities are shared among Ann Jackson, an accountant, James (whose place you will be taking), and two other accounting clerks.

As you perform the job of accounting clerk, you will:

1. PREPARE A BANK DEPOSIT SLIP

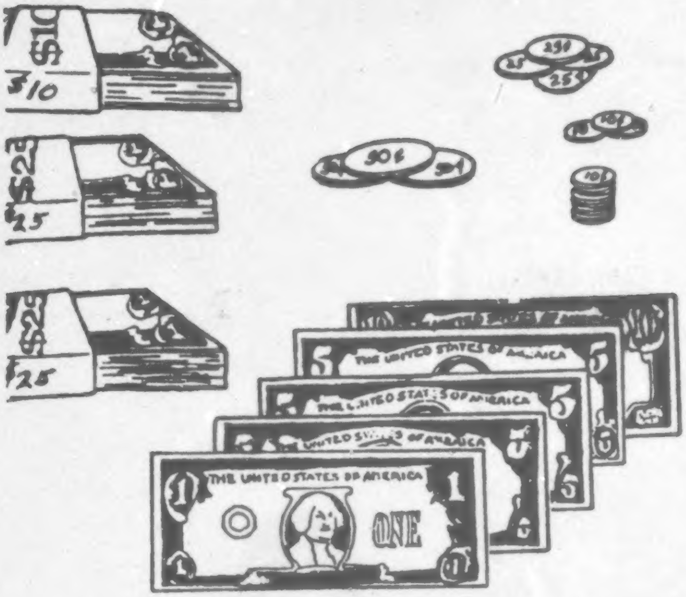
2. WRITE CHECKS TO COVER BILLS

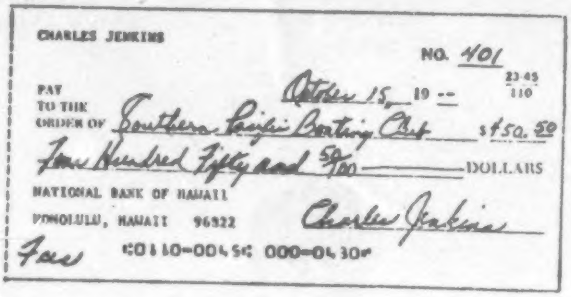
3. INTERPRET A GRAPH

(Simulation Page 1)

PREPARING BANK DEPOSITS

Each day the Southern Pacific Boating Club receives a large amount of cash and checks from its members paying their membership fees. Each afternoon James counts the money received and then deposits it in the club's bank account.


$10
$25
$25
25¢
50¢
10¢
THE UNITED STATES OF AMERICA
ONE



CHARLES JENKINS

NO. 401

23-45
110

PAY TO THE ORDER OF Southern Pacific Boating Club October 15, 19 -- $450.50

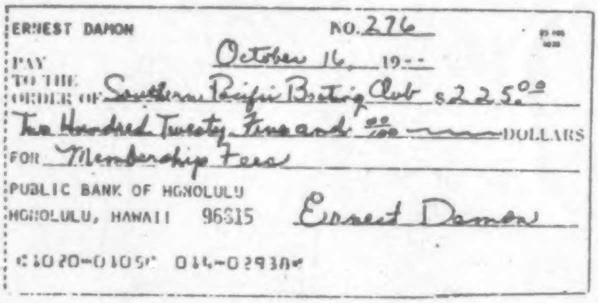
Four Hundred Fifty and 50/100 DOLLARS

NATIONAL BANK OF HAWAII
HONOLULU, HAWAII 96822

Charles Jenkins

Fees

⑆0110-0045⑆ 000-0430⑈



ERNEST DAMON

NO. 276

PAY TO THE ORDER OF Southern Pacific Boating Club October 16, 19-- $225.00

Two Hundred Twenty Five and 00/100 DOLLARS

FOR Membership Fees

PUBLIC BANK OF HONOLULU
HONOLULU, HAWAII 96815

Ernest Damon

⑆1020-0105⑆ 014-02930⑈

Today the boating club received the cash and checks shown above. Count the currency and coins and enter their totals on the bank deposit slip below. Then write the number and amount of each check on the deposit slip. The final step is to total the amount of currency, coin, and checks.

After you have completed the deposit slip, it and the money are placed in a money bag and kept in the safe until the armored car picks it up and takes it to the bank.

Deposited in 1ST NATIONAL BANK OF HONOLULU

Date ____________________

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96814

		Dollars	Cents
Currency			
Coin			
Checks			
TOTAL			

This deposit accepted under and subject to the provisions of the Uniform Commercial Code

⑆0710⑈014⑆6⑆ 125⑈21,290⑈

AUDITING BILLS

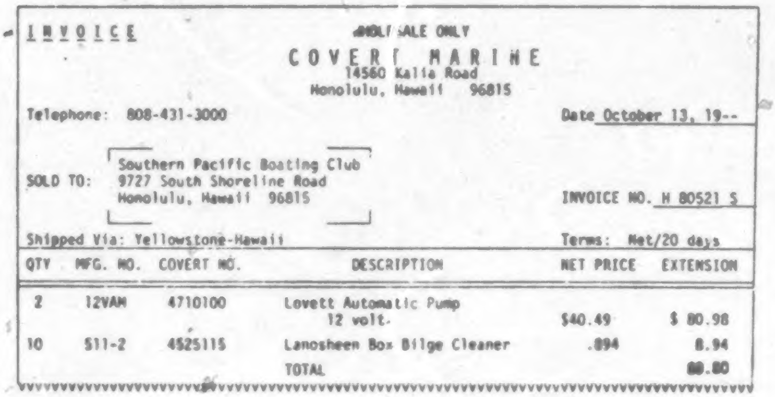
Besides making bank deposits, the accounting clerk for Southern Pacific Boating Club writes checks to pay bills the company receives. It is your responsibility to pay the two bills shown below. In making payment you will do three things:

1 ➨ Audit the bills (check their accuracy).

2 ➨ Write a check to pay each bill--checks are printed on the following page.

3 ➨ Complete the check stub for each check.

➨ STEP 1: Check the addition on each of the bills shown below. If the total is correct, place your initials near the total amount to show that you have checked it and found it correct. If the bill in added wrong, draw a line through the incorrect amounts and correct them.



INVOICE

WHOLESALE ONLY

COVERT MARINE
14560 Kalia Road
Honolulu, Hawaii 96815

Telephone: 808-431-3000

Date October 13, 19--

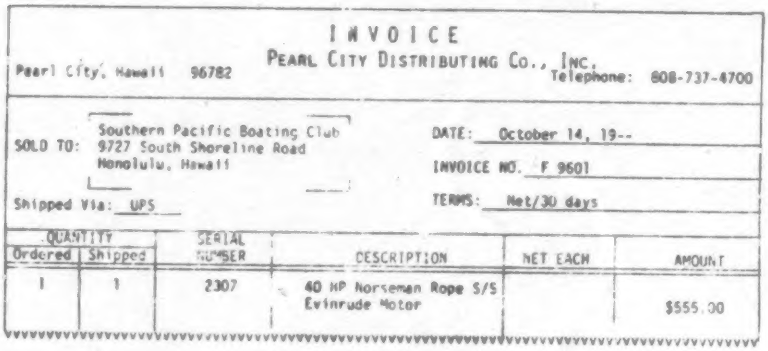
SOLD TO:
Southern Pacific Boating Club
9727 South Shoreline Road
Honolulu, Hawaii 96815

INVOICE NO. H 80521 S

Shipped Via: Yellowstone-Hawaii

Terms: Net/20 days

QTY	MFG. NO.	COVERT NO.	DESCRIPTION	NET PRICE	EXTENSION
2	12VAM	4710100	Lovett Automatic Pump 12 volt.	$40.49	$ 80.98
10	511-2	4525115	Lanosheen Box Bilge Cleaner	.894	8.94
			TOTAL		[illegible].80



INVOICE

PEARL CITY DISTRIBUTING CO., INC.

Pearl City, Hawaii 96782

Telephone: 808-737-4700

SOLD TO:
Southern Pacific Boating Club
9727 South Shoreline Road
Honolulu, Hawaii

DATE: October 14, 19--

INVOICE NO. F 9601

Shipped Via: UPS

TERMS: Net/30 days

QUANTITY		SERIAL NUMBER	DESCRIPTION	NET EACH	AMOUNT
Ordered	Shipped				
1	1	2307	40 HP Norseman Rope S/S Evinrude Motor		$555.00

(Simulation Page 3)

WRITING CHECKS

STEP 2: Write checks to Covert Marine and Pearl City Distributing Company to pay each of the bills on the previous page. Use today's date and the information from the bills to fill in the check.

Look at the checks on page 2 to see how to write the checks. Notice how the amount of the check is written twice--once in figures behind the dollar sign, then in words on the line before "Dollars." Notice, also, how the 50¢ is written on this same line as a fraction of 100 pennies, on the Charles Jenkins check. If the check is written for an even amount of dollars, as the Ernest Damon check, it can be written as 00/100 or no/100.

The checks are now ready for the treasurer's signature.

STEP 3: Complete the check stub attached to each check. Instructions for completing the stubs are given at the left of the stubs.

After the checks have been signed, they will be mailed to the two companies along with copies of their invoices.

Check No. & Amount of Check → NO. 150 $ ______

Today's date → DATE ______ 19__

Check written to → TO ______

In payment for → FOR ______

BALANCE	989	95
AMT. DEPOSITED	770	05
Total in checking account before this check: → TOTAL	1760	00
Subtract amount of Check #150: → AMT. THIS CHECK		
New Balance in checking account: → BALANCE		

SOUTHERN PACIFIC BOATING CLUB NO. 130 2-436/710

PAY ______ 19__

TO THE
ORDER OF ______ $ ______

______ DOLLARS

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96814

FOR ______

______
TREASURER

⑆0710⑈0436⑆ 125⑈24290⑈

NO. ______ $ ______

DATE ______ 19__

TO ______

FOR ______

Balance from stub above: → BALANCE		
AMT. DEPOSITED	-0-	
TOTAL		
AMT. THIS CHECK		
BALANCE		

SOUTHERN PACIFIC BOATING CLUB NO. ______ 2-436/710

PAY ______ 19__

TO THE
ORDER OF ______ $ ______

______ DOLLARS

SOUTHERN PACIFIC BOATING CLUB
9727 SOUTH SHORELINE ROAD
HONOLULU, HAWAII 96814

FOR ______

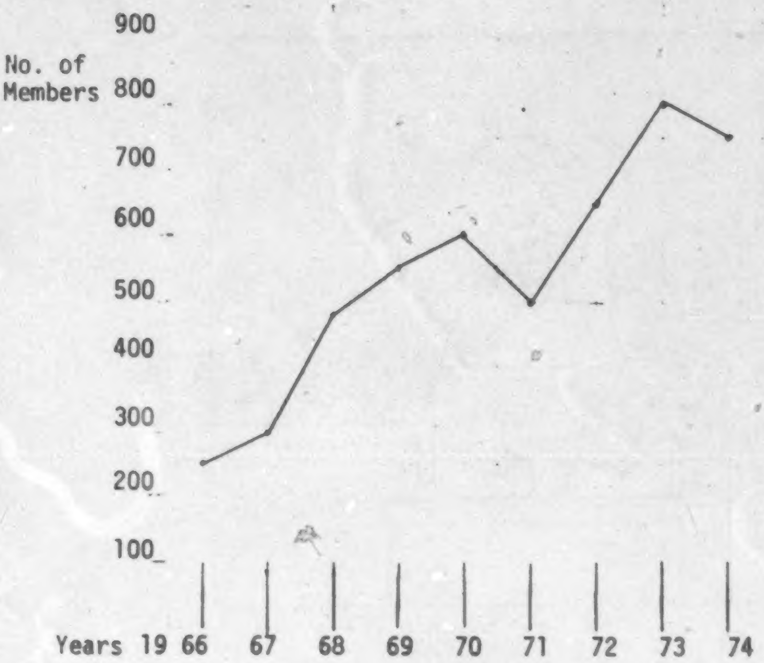
______
TREASURER

⑆0710⑈0436⑆ 125⑈24290⑈

(Simulation Page 4)

INTERPRETING GRAPHS

NUMBER OR MEMBERS BELONGING TO SOUTHERN PACIFIC BOATING CLUB



You received the memo shown below from Velma Gallagher, General Manager of the Boating Club.

Use information from the graph at the left to answer Ms. Gallagher's questions. Write a reply on the bottom of the memo form.

MEMORANDUM

TO: Accounting Clerk

FROM: Velma Gallagher, General Manager

DATE: (Today)

SUBJECT: Membership Report

Please refer to the membership graph kept in your office to find the answers to these questions:

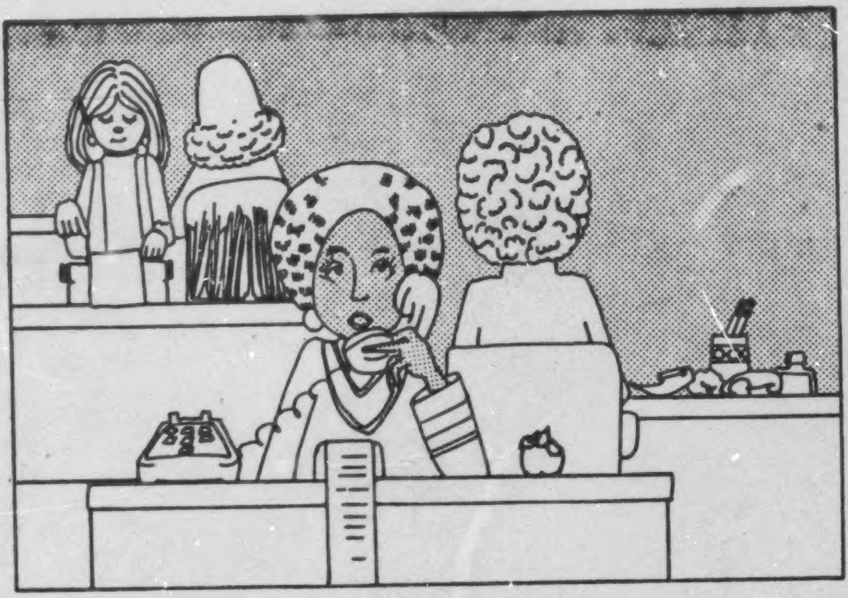
1. What was the total membership for our first year of operation(1966)?
2. Which year shows the greatest membership?
3. Does any year show a drop in membership from the previous year? If so, which year(s) and how many memberships were lost from the previous year?

Velma Gallagher

- -

REPLY: ____

WOULD I LIKE TO BE AN ACCOUNTING CLERK?



Think for a few minutes about your experiences as an accounting clerk who handles activities for a boating business; then answer the questions below. If most of your answers are "yes," chances are you would like to be an accounting clerk.

		(Circle One)	
1.	Do you have a legible handwriting (one that can be easily read)?	YES	NO
2.	Are you an honest and dependable person?	YES	NO
3.	Would you like counting and wrapping large sums of money?	YES	NO
4.	Did you enjoy making out the deposit slip?	YES	NO
5.	Would you like to deposit money for a company on a regular basis?	YES	NO
6.	Did you enjoy writing the checks and completing the check stubs?	YES	NO
7.	Did you enjoy reading the graph?	YES	NO
8.	Would you like to write letters and memos as a part of your job?	YES	NO
9.	Are you accurate when working with numbers?	YES	NO
10.	Would you like a job as an accounting clerk?	YES	NO

UNIT 6

WORKING AS A SECRETARY
AT A TELEVISION STATION

PURPOSE

The purpose of this unit is to provide students with an opportunity to learn something of the work performed by a secretary.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by Larry Nash, a male secretary at the WOBY TV Studios. The simulation exercises give students an opportunity to see some of the types of things a secretary does such as take dictation, file, announce visitors, edit manuscripts, and figure interest.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Secretaries" on page 101.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation (pages 94-100).
2. Ask students to complete pages 2 through 6 of the simulation. The first simulation exercise (page 2) requires you to dictate to students the memorandum shown on page 92.
3. When students have finished the first six pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students complete and discuss page 7 of the simulation.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1→ Dictation Game--Students may enjoy trying their skill at taking dictation and seeing how fast they can write using abbreviations or symbols.

1. Duplicate a copy of the "Dictation Game" sheet for each student (page 93).
2. Allow students 5-10 minutes to read through the material and practice writing the shorthand symbols.
3. Dictate in random order the words students have learned to give practice in taking shorthand.
4. Dictate each letter below at the speed indicated. The slash marks (/) divide the letters into 20-word segments as an aid to regulating dictation speed. Before you dictate each letter, have students mark their paper with the number of the letter and the speed it will be dictated.
5. Dictate each letter at increasing rates of words per minute until students indicate they can no longer keep up. Have students transcribe in longhand the letter they think they got most completely.
6. After students have transcribed their notes into longhand, go over the letters, making sure to indicate where punctuation marks, capital letters, and correct spelling of tricky words occur.
7. Have students correct their own papers. The student who transcribes the letter dictated at the highest speed with the least amount of errors wins the game.

Optional Discussion Topics:

1. Ask students whether their hands got cramped and whether they became more tense as the dictation speed increased. If so, point out that knowing shorthand enables people to write fast without becoming tense.
2. Ask students how they liked transcribing their notes into longhand. Did they experience any difficulty with spelling, punctuation, or capitalization?

Letter Number 1   Dictation Time: 40 seconds   Rate: 30 WPM

Dear Jeff: Please send me back the equipment you borrowed from me. I want to use it on a new / job. Sincerely,

Letter Number 2   Dictation Time: 40 seconds   Rate: 35 WPM

Dear Betty: I want you to use the sample I am sending you. You will find it will work better / than the kind you are using. Yours truly,

Letter Number 3   Dictation Time: 40 seconds   Rate: 40 WPM

Dear Joe: We want to be fair with you but we cannot let you take advantage of us. We must / insist that you live up to our contract. Sincerely, 2 ➡ Ask students to tell why they would or would not like to be secretaries (or ask them to tell the advantages and disadvantages of being a secretary).

3 ➡ Have students take turns dictating short paragraphs to the class while class members take down what is read. Then have two or three students read back what they have written. Develop the idea that secretaries, who are often asked to write what their employers say, have a special type of shorthand which allows them to write what is being said at a rate much faster than longhand. At other times, the employer will record what he has to say on a dictating machine, and the secretary will play back the recording, transcribing on the typewriter as she does so.

Students can do this same activity with their own themes. Reluctant writers can dictate on tape; they then listen to the tape and write what they have dictated.

MEMORANDUM TO BE DICTATED
(Secretarial Job Simulation)

The following memorandum is to be dictated to students as a part of the first exercise of the Secretarial Job Simulation which is the major activity in Unit 5.

Before dictating the memo, have students prepare a memorandum form by writing the standard memo headings (TO:, FROM:, SUBJECT:, and DATE:) in a vertical column on the upper left-hand side of a sheet of notebook paper. (An example of a memo form is given in the simulation.)

DICTATING INSTRUCTIONS:

Dictate slowly every word and every punctuation mark as indicated in the memorandum in the box below:

Alternative Suggestions:

1. Do not dictate commas and, after you have finished, ask students to insert commas where needed.
2. Have a business teacher or a secretary give a demonstration of shorthand either before of after this activity. Point out that secretaries check for correct spelling of words during transcription (rather than during dictation) to save dictator's time.

TO: Jane Evans

FROM: Allen Lacy

SUBJECT: News Announcer Needed

DATE: (Dictate current date)

Alice Gordon (comma) our news announcer (comma) is leaving WOBY next month (period) She has taken a job in New York City (comma) and we have not yet found anyone to replace her (period) (Begin new paragraph)

If you have a suggestion for finding someone to replace Alice (comma) we would like to hear it (period)

After the dictation is completed, ask students to read through what they have written and correct any spelling or punctuation errors they can find. Ask students to use a dictionary to check the spelling of any word about which they are in doubt.

After students have made all necessary changes and corrections to their memos, ask them to rewrite the memorandum on the special form provided in the simulation.

DICTATION GAME

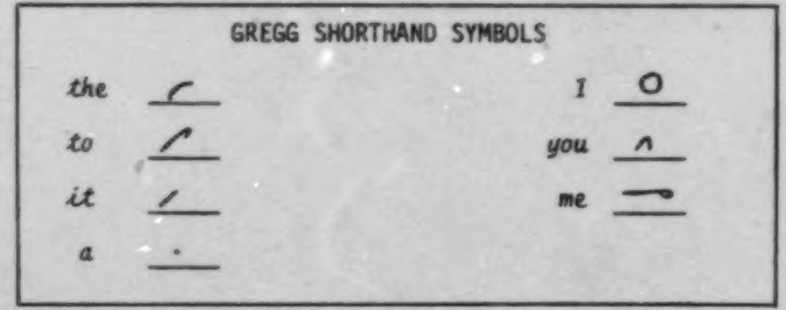
In this game, you will learn several shorthand symbols and use them in taking dictation from your teacher. The better you learn the symbols, the faster you will be able to take dictation. After you read this sheet and practice writing the shorthand symbols, several letters will be dictated to you at different speeds.

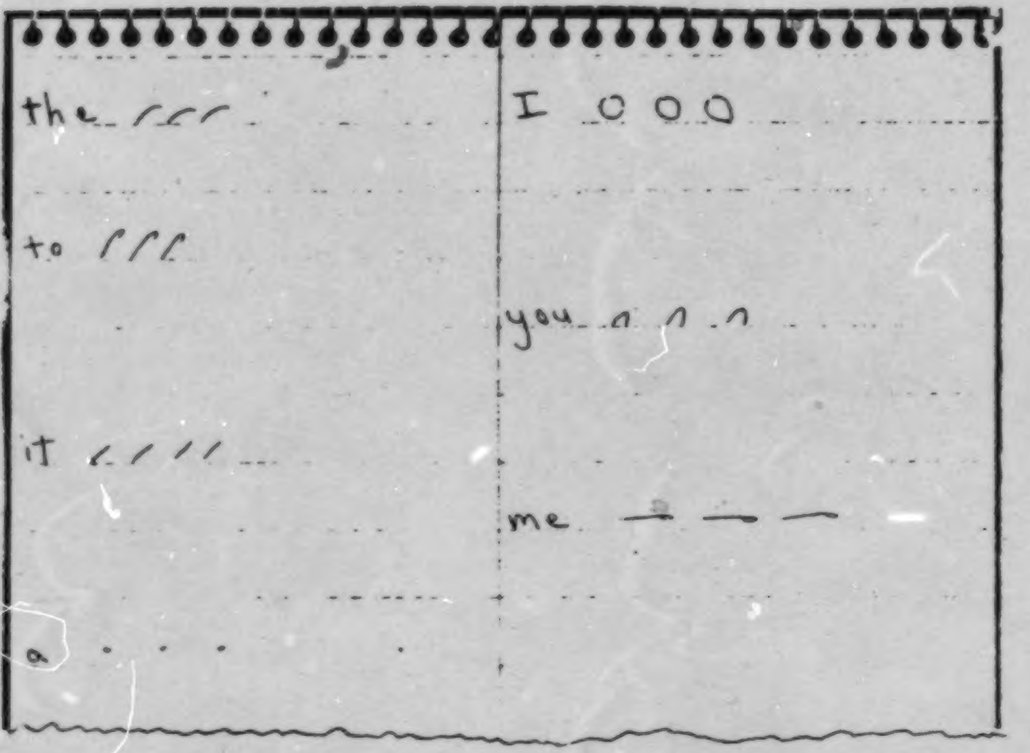
Did you know that . . .

- *Most people write longhand at a rate of 35-40 words per minute.*
- *Fifty words of the English language make up over one-half of all written words.*

Shown below are seven brief forms that are used in shorthand. Study the words and the symbols for them until you have all symbols memorized. In the space below practice writing the shorthand symbols until you feel comfortable using them rather than writing the words in longhand.

GREGG SHORTHAND SYMBOLS





UNIT 6

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any people who are secretaries.

b. If so, ask whether they think that the secretaries they know really do the types of things described here.

c. Ask students to describe other types of work performed by the secretaries they know.

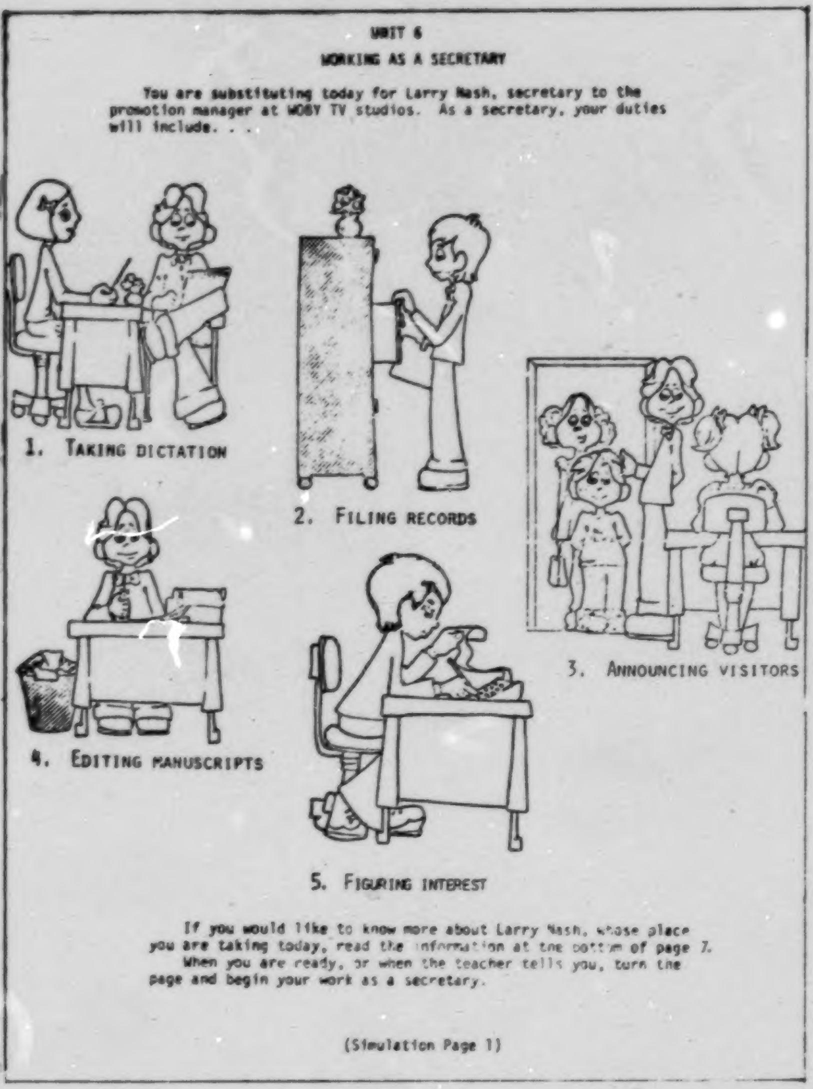
In a discussion develop the idea that secretaries must:

a. Be able to communicate clearly.

b. Be loyal to their employer and the organization they work for.

c. Give accurate information when answering requests.

d. Be able to work effectively with others.



UNIT 6

WORKING AS A SECRETARY

You are substituting today for Larry Nash, secretary to the promotion manager at WOBY TV studios. As a secretary, your duties will include. . .

1. TAKING DICTATION

2. FILING RECORDS

3. ANNOUNCING VISITORS

4. EDITING MANUSCRIPTS

5. FIGURING INTEREST

If you would like to know more about Larry Nash, whose place you are taking today, read the information at the bottom of page 7.

When you are ready, or when the teacher tells you, turn the page and begin your work as a secretary.

(Simulation Page 1)

Simulation Page 2

CHECK:

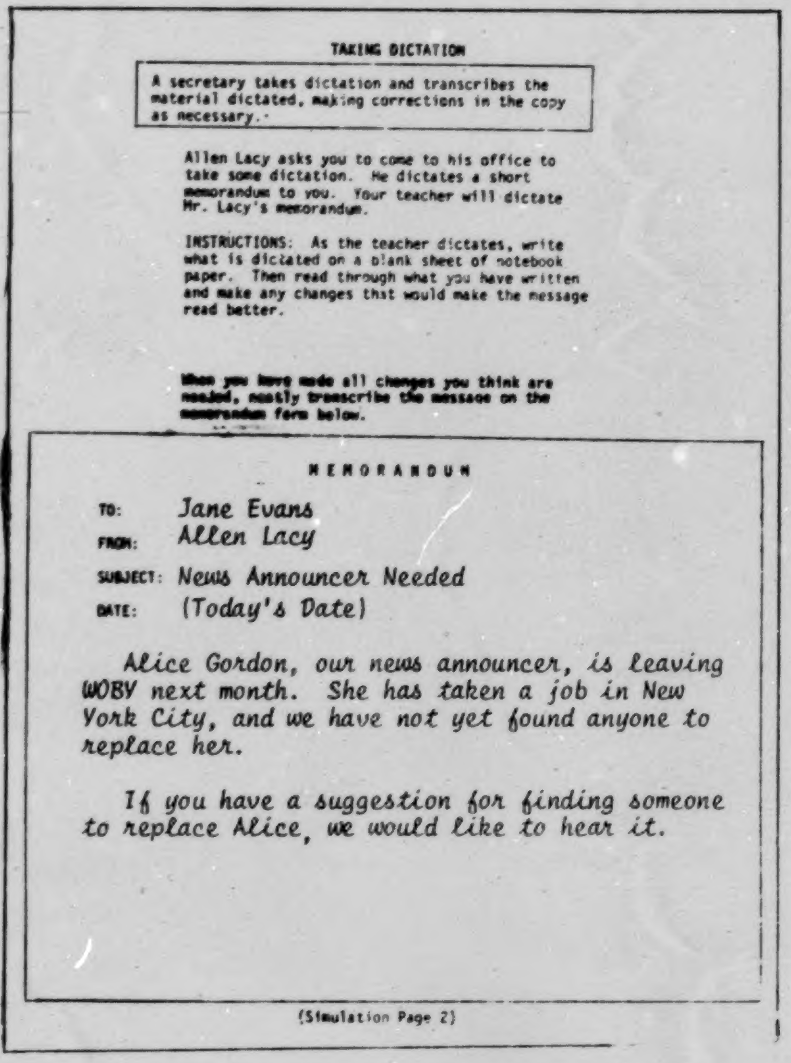
A correctly written memo is shown at the right.

Optional Discussion Topics

- Did you enjoy taking dictation? Why?
- What is a memorandum?

  A written communication generally less formal than a letter.
- In an office, memorandums are given a nickname or shortened name. Do you know what it is?

  "Memo"
- Develop the idea that secretaries have special symbols that they use in taking dictation. Using these special symbols (or shorthand), they are able to write much faster than if they were writing in longhand.



TAKING DICTATION

A secretary takes dictation and transcribes the material dictated, making corrections in the copy as necessary.

Allen Lacy asks you to come to his office to take some dictation. He dictates a short memorandum to you. Your teacher will dictate Mr. Lacy's memorandum.

INSTRUCTIONS: As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and make any changes that would make the message read better.

When you have made all changes you think are needed, neatly transcribe the message on the memorandum form below.

MEMORANDUM

TO: *Jane Evans*
FROM: *Allen Lacy*
SUBJECT: *News Announcer Needed*
DATE: *(Today's Date)*

Alice Gordon, our news announcer, is leaving WOBY next month. She has taken a job in New York City, and we have not yet found anyone to replace her.

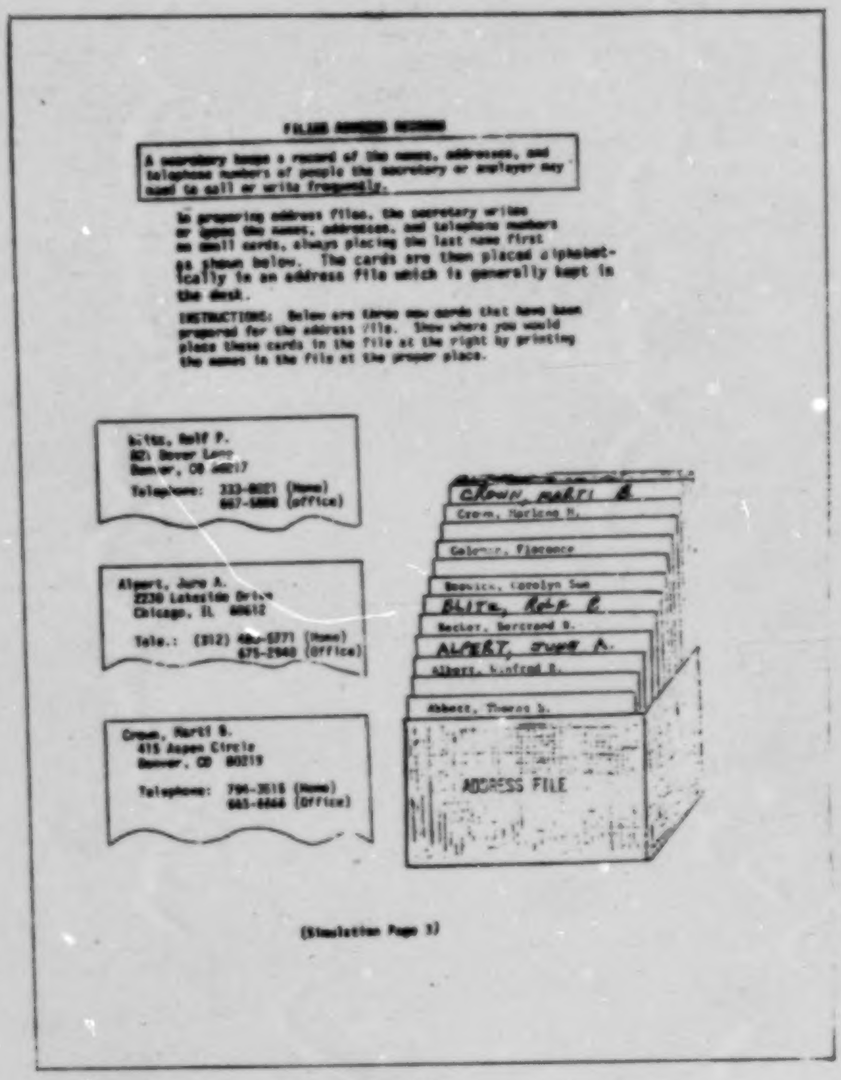
If you have a suggestion for finding someone to replace Alice, we would like to hear it.

(Simulation Page 2)

Simulation page 3

CHECK:

See address file at the right for correct placement of Alpert, Billard, and Crown names.



FILING ADDRESS RECORDS

A secretary keeps a record of the names, addresses, and telephone numbers of people the secretary or employer may need to call or write frequently.

In preparing address files, the secretary writes or types the names, addresses, and telephone numbers on small cards, always placing the last name first as shown below. The cards are then placed alphabetically in an address file which is generally kept in the desk.

INSTRUCTIONS: Below are three new cards that have been prepared for the address file. Show where you would place these cards in the file at the right by printing the names in the file at the proper place.

Billard, Rolf P.
821 Dover Lane
Denver, CO 80217
Telephone: 333-8021 (Home)
667-5000 (Office)

Alpert, June A.
2230 Lakeside Drive
Chicago, IL 60612
Tele.: (312) 48[illegible]-5771 (Home)
675-2940 (Office)

Crown, Marti B.
415 Aspen Circle
Denver, CO 80219
Telephone: 794-3516 (Home)
665-4444 (Office)

CROWN, MARTI B.
Crown, Marlene M.
Gelman, Florence
Bowick, Carolyn Sue
BILLARD, ROLF P.
Becker, Bertrand B.
ALPERT, JUNE A.
Albert, Winfred B.
Abbott, Thomas S.
ADDRESS FILE

(Simulation Page 3)

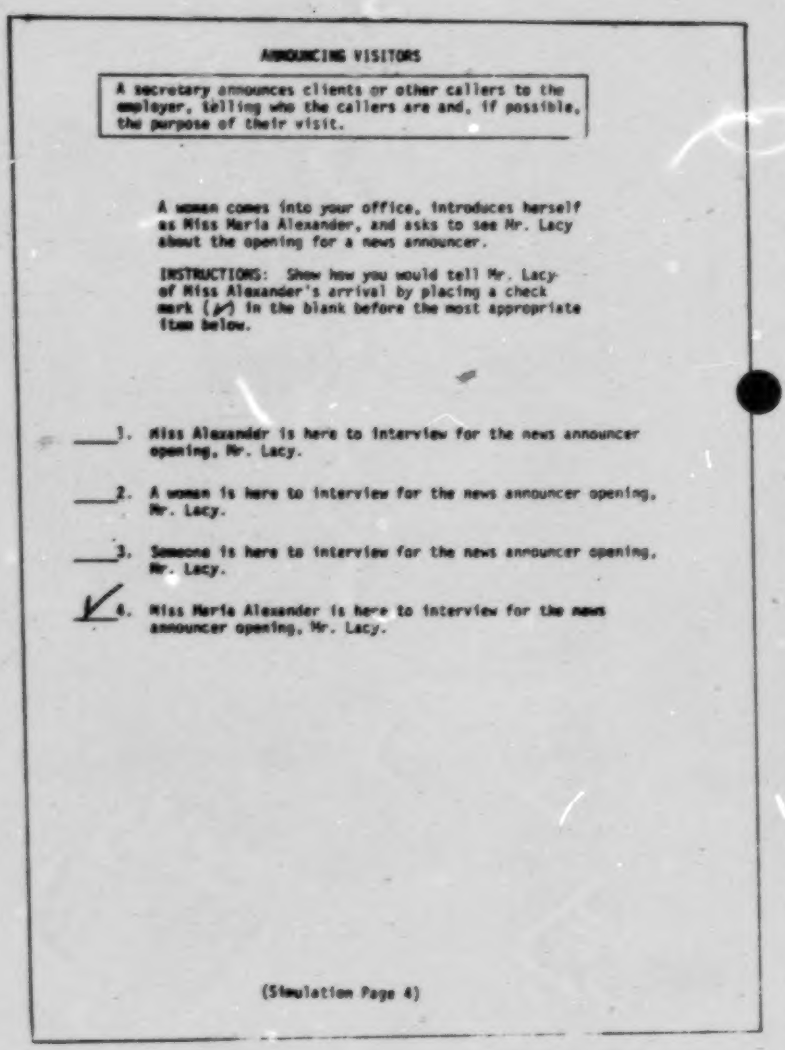
Simulation page 4

CHECK:
The fourth item is the best way to announce the visitor. Why?

It gives the most complete information to the employer about the visitor--her first and last name, as well as why she is there.

Optional Discussion Topics

- Why is it important to Mr. Lacy to know Miss Alexander's first name?



ANNOUNCING VISITORS

A secretary announces clients or other callers to the employer, telling who the callers are and, if possible, the purpose of their visit.

A woman comes into your office, introduces herself as Miss Maria Alexander, and asks to see Mr. Lacy about the opening for a news announcer.

INSTRUCTIONS: Show how you would tell Mr. Lacy of Miss Alexander's arrival by placing a check mark (✓) in the blank before the most appropriate item below.

____1. Miss Alexander is here to interview for the news announcer opening, Mr. Lacy.

____2. A woman is here to interview for the news announcer opening, Mr. Lacy.

____3. Someone is here to interview for the news announcer opening, Mr. Lacy.

_✓_4. Miss Maria Alexander is here to interview for the news announcer opening, Mr. Lacy.

(Simulation Page 4)

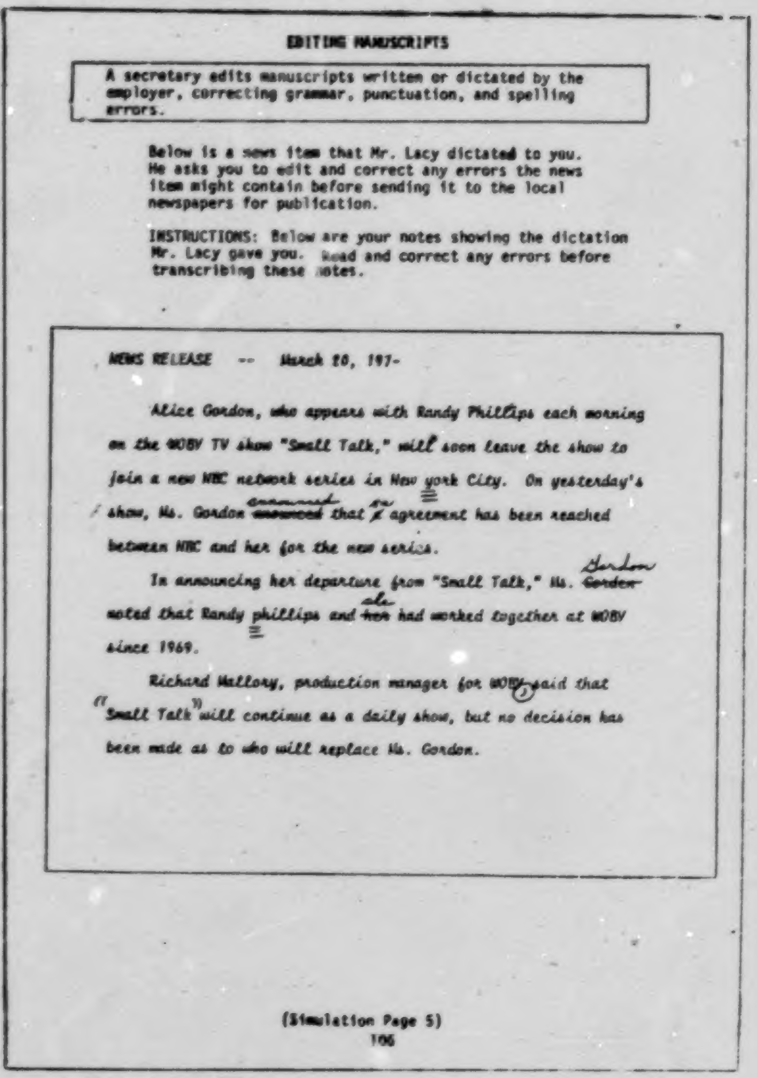
Simulation Page 5

CHECK:

Errors should be corrected as shown in the news release at the right. Discuss the reason for each correction.

Optional Discussion Topic

. Discuss with students whether they enjoy editing material written by others.



EDITING MANUSCRIPTS

A secretary edits manuscripts written or dictated by the employer, correcting grammar, punctuation, and spelling errors.

Below is a news item that Mr. Lacy dictated to you. He asks you to edit and correct any errors the news item might contain before sending it to the local newspapers for publication.

INSTRUCTIONS: Below are your notes showing the dictation Mr. Lacy gave you. Read and correct any errors before transcribing these notes.

NEWS RELEASE -- March 20, 197-

Alice Gordon, who appears with Randy Phillips each morning on the WOBV TV show "Small Talk," will soon leave the show to join a new NBC network series in New york City. On yesterday's show, Ms. Gordon announced ~~anounced~~ that an ~~a~~ agreement has been reached between NBC and her for the new series.

In announcing her departure from "Small Talk," Ms. Gordon ~~Gorden~~ noted that Randy phillips and she ~~her~~ had worked together at WOBV since 1969.

Richard Mallory, production manager for WOBV, said that "Small Talk" will continue as a daily show, but no decision has been made as to who will replace Ms. Gordon.

(Simulation Page 5)
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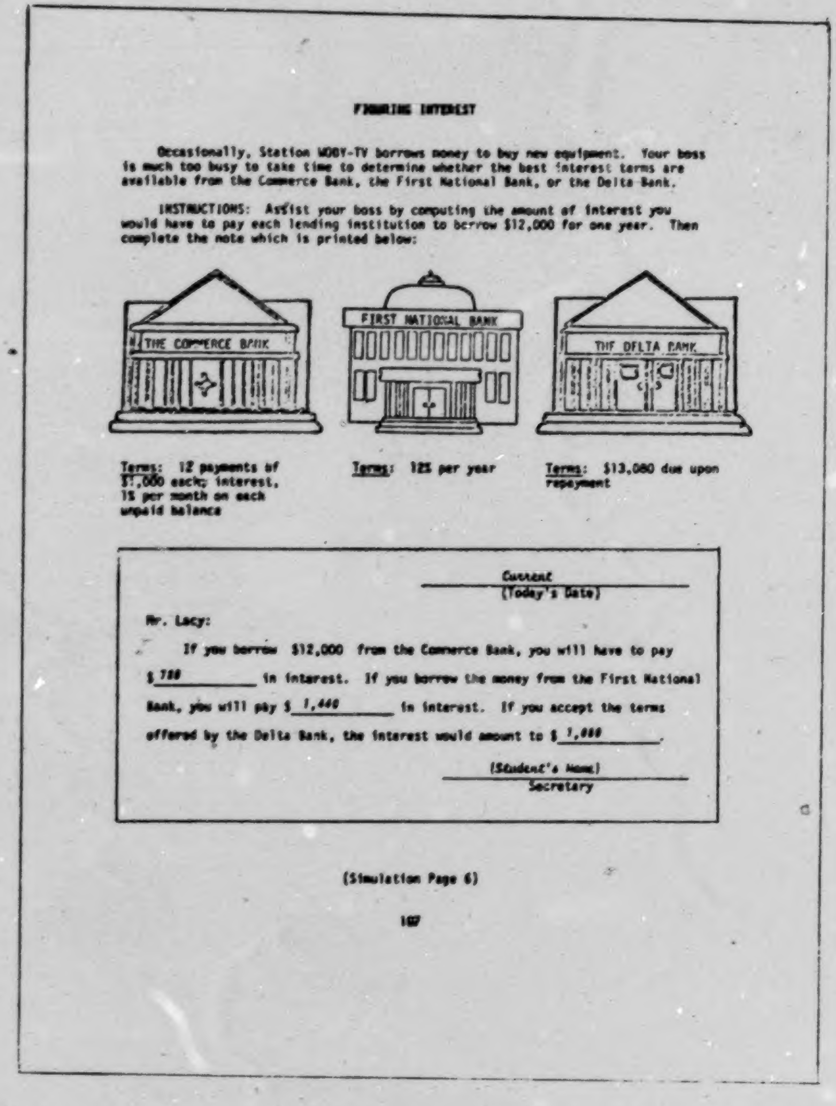
Simulation Page 6

The figures are filled in correctly on the form at the right.


THE COMMERCE BANK
FIRST NATIONAL BANK
THE DELTA BANK

FIGURING INTEREST

Occasionally, Station WDBY-TV borrows money to buy new equipment. Your boss is much too busy to take time to determine whether the best interest terms are available from the Commerce Bank, the First National Bank, or the Delta Bank.

INSTRUCTIONS: Assist your boss by computing the amount of interest you would have to pay each lending institution to borrow $12,000 for one year. Then complete the note which is printed below:

Terms: 12 payments of $1,000 each; interest, 1% per month on each unpaid balance

Terms: 12% per year

Terms: $13,080 due upon repayment

Current
(Today's Date)

Mr. Lacy:

If you borrow $12,000 from the Commerce Bank, you will have to pay $ 780 in interest. If you borrow the money from the First National Bank, you will pay $ 1,440 in interest. If you accept the terms offered by the Delta Bank, the interest would amount to $ 1,080.

(Student's Name)
Secretary

(Simulation Page 6)

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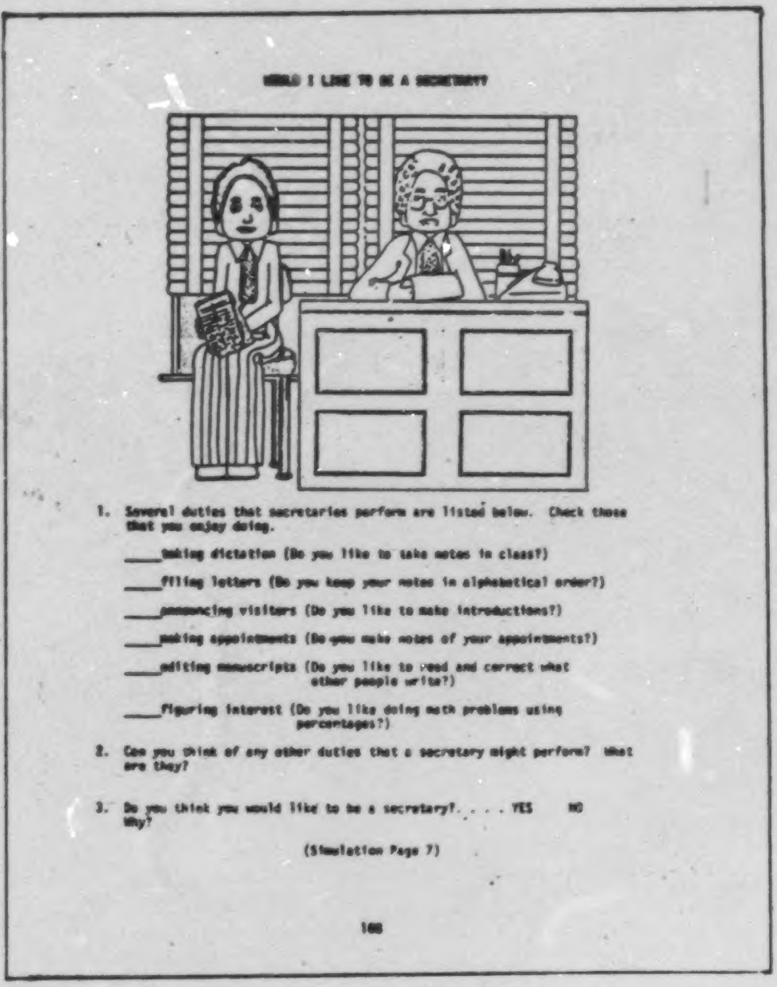
Simulation Page 7

The purpose of the questions on page 7 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A SECRETARY?

1. Several duties that secretaries perform are listed below. Check those that you enjoy doing.

____taking dictation (Do you like to take notes in class?)

____filing letters (Do you keep your notes in alphabetical order?)

____announcing visitors (Do you like to make introductions?)

____making appointments (Do you make notes of your appointments?)

____editing manuscripts (Do you like to read and correct what other people write?)

____figuring interest (Do you like doing math problems using percentages?)

2. Can you think of any other duties that a secretary might perform? What are they?

3. Do you think you would like to be a secretary? . . . . YES NO
Why?

(Simulation Page 7)

[illegible]

BACKGROUND INFORMATION ON SECRETARIES

The secretary performs many of the administrative office tasks necessary to every type of organization. Perhaps the most important aspect of a secretary's job involves communicating--typing letters and memorandums, composing routine correspondence, giving and receiving information over the telephone, securing information from and providing information to clients and visitors, etc.

The duties of secretaries vary, but nearly all fully qualified secretaries perform the following tasks:

- opening and processing mail
- taking dictation
- transcribing dictation from shorthand notes or machine dictation
- answering employer's telephone when he is busy or away from the office
- relieving employer of routine administrative details
- making appointments and reservations for employer
- communicating with clients, customers, and visitors
- recording, filing, and retrieving information
- duplicating or photo-copying records, reports, and correspondence
- typing on forms such as invoices, purchase orders, and others

Some secretaries also supervise other office personnel, gather reference materials for employer, perform simple bookkeeping duties, and attend meetings with the employer in order to take notes.

The successful secretary is poised, alert, and even-tempered. The secretary should not gossip about office matters and must not discuss confidential information. Generally, employers look for the following background and abilities when considering a prospective secretary:

- high school diploma
- secretarial training (post-high school secretarial training may be required)
- ability to use standard English and to spell correctly
- typing, shorthand,and transcription skills
- experience either as a full-time secretary or as a work-study student performing secretarial duties.
- good references from previous employers, teachers and supervisors

Some secretaries specialize in a particular field. For example, a secretary might, with appropriate training and/or experience, be classified as a legal secretary, medical secretary, or scientific secretary.

Secretaries have their own professional organization--The National Secretaries Association. Also, by passing a rather rigorous test, a secretary may become a "Certified Private Secretary."

Currently, over 2 3/4 million secretaries are employed in the United States. Although most of these secretaries are women, male secretaries are found in many organizations.

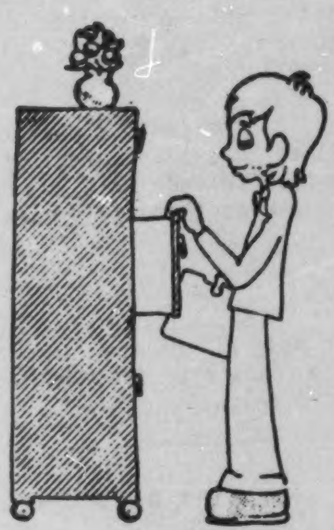
The ambitious, well-qualified secretary may advance to the position of office manager and, with additional training and education, may move into other management positions.

UNIT 6

WORKING AS A SECRETARY

You are substituting today for Larry Nash, secretary to the promotion manager at WOBY TV studios. As a secretary, your duties will include. . .

1. TAKING DICTATION



2. FILING RECORDS

3. ANNOUNCING VISITORS

4. EDITING MANUSCRIPTS

5. FIGURING INTEREST

TAKING DICTATION

A secretary takes dictation and transcribes the material dictated, making corrections in the copy as necessary.

Allen Lacy asks you to come to his office to take some dictation. He dictates a short memorandum to you. Your teacher will dictate Mr. Lacy's memorandum.

INSTRUCTIONS: As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and make any changes that would make the message read better.

When you have made all changes you think are needed, neatly transcribe the message on the memorandum form below.

MEMORANDUM

TO:

FROM:

SUBJECT:

DATE:

(Simulation Page 2)

FILING ADDRESS RECORDS

A secretary keeps a record of the names, addresses, and telephone numbers of people the secretary or employer may need to call or write frequently.

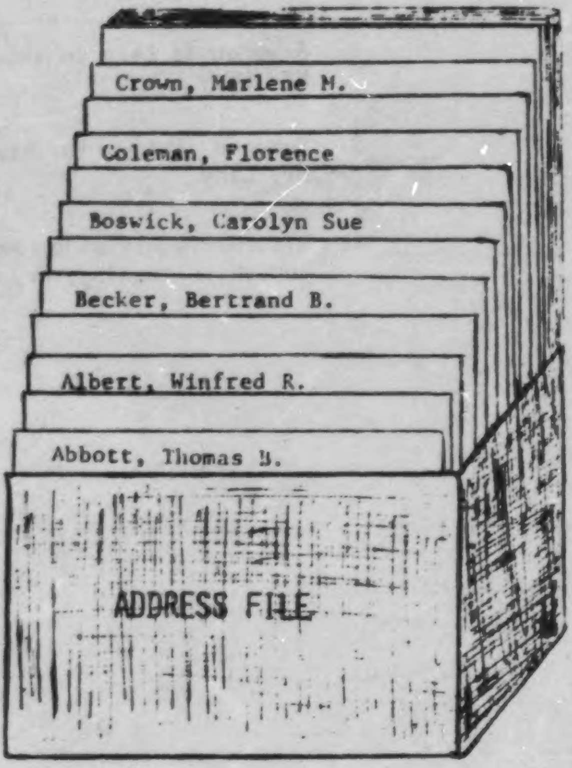
In preparing address files, the secretary writes or types the names, addresses, and telephone numbers on small cards, always placing the last name first as shown below. The cards are then placed alphabetically in an address file which is generally kept in the desk.

INSTRUCTIONS: Below are three new cards that have been prepared for the address file. Show where you would place these cards in the file at the right by printing the names in the file at the proper place.

Blitz, Rolf P.
821 Dover Lane
Denver, CO 80217
Telephone: 333-8021 (Home)
667-5888 (office)

Alpert, June A.
2230 Lakeside Drive
Chicago, IL 60612
Tele.: (312) 480-5771 (Home)
675-2940 (Office)

Crown, Marti B.
415 Aspen Circle
Denver, CO 80219
Telephone: 794-3515 (Home)
665-6666 (Office)


Crown, Marlene M.
Coleman, Florence
Boswick, Carolyn Sue
Becker, Bertrand B.
Albert, Winfred R.
Abbott, Thomas B.
ADDRESS FILE

ANNOUNCING VISITORS

A secretary announces clients or other callers to the employer, telling who the callers are and, if possible, the purpose of their visit.

A woman comes into your office, introduces herself as Miss Maria Alexander, and asks to see Mr. Lacy about the opening for a news announcer.

INSTRUCTIONS: Show how you would tell Mr. Lacy of Miss Alexander's arrival by placing a check mark (✓) in the blank before the most appropriate item below.

_____1. Miss Alexander is here to interview for the news announcer opening, Mr. Lacy

_____2. A woman is here to interview for the news announcer opening, Mr. Lacy.

_____3. Someone is here to interview for the news announcer opening, Mr. Lacy.

_____4. Miss Maria Alexander is here to interview for the news announcer opening, Mr. Lacy.

(Simulation Page 4)

EDITING MANUSCRIPTS

A secretary edits manuscripts written or dictated by the employer, correcting grammar, punctuation, and spelling errors.

Below is a news item that Mr. Lacy dictated to you. He asks you to edit and correct any errors the news item might contain before sending it to the local newspapers for publication.

INSTRUCTIONS: Below are your notes showing the dictation Mr. Lacy gave you. Read and correct any errors before transcribing these notes.

NEWS RELEASE -- March 20, 197-

Alice Gordon, who appears with Randy Phillips each morning on the WOBY TV show "Small Talk," will soon leave the show to join a new NBC network series in New york City. On yesterday's show, Ms. Gordon anounced that a agreement has been reached between NBC and her for the new series.

In announcing her departure from "Small Talk," Ms. Gorden noted that Randy phillips and her had worked together at WOBY since 1969.

Richard Mallory, production manager for WOBY said that Small Talk will continue as a daily show, but no decision has been made as to who will replace Ms. Gordon.

FIGURING INTEREST

Occasionally, Station WOBY-TV borrows money to buy new equipment. Your boss is much too busy to take time to determine whether the best interest terms are available from the Commerce Bank, the First National Bank, or the Delta Bank.

INSTRUCTIONS: Assist your boss by computing the amount of interest you would have to pay each lending institution to borrow $12,000 for one year. Then complete the note which is printed below:

THE COMMERCE BANK

FIRST NATIONAL BANK

THE DELTA BANK

Terms: 12 payments of $1,000 each; interest, 1% per month on each unpaid balance

Terms: 12% per year

Terms: $13,080 due upon repayment

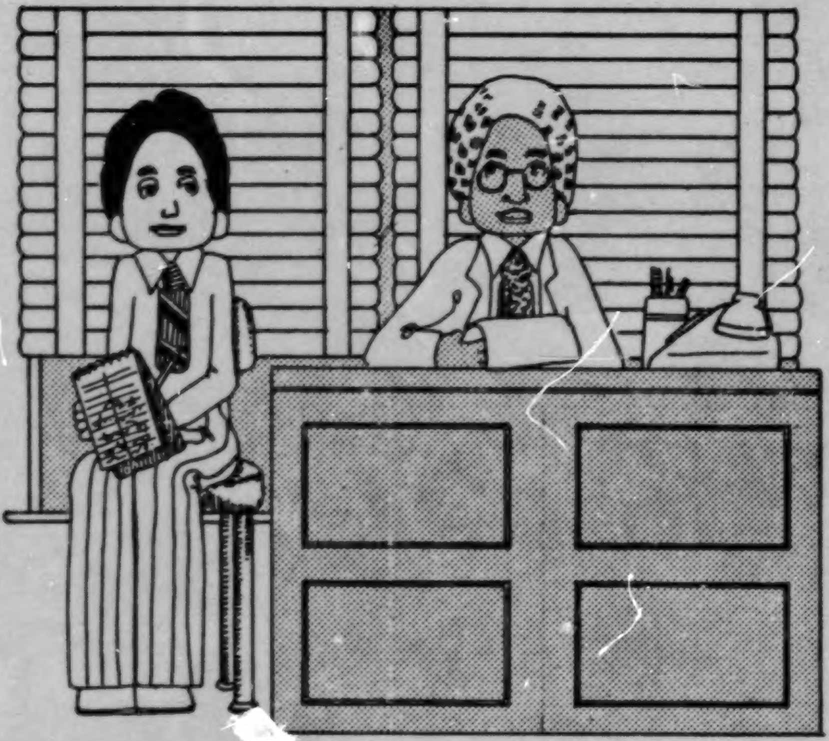
____
(Today's Date)

Mr. Lacy:

If you borrow $12,000 from the Commerce Bank, you will have to pay $____________ in interest. If you borrow the money from the First National Bank, you will pay $____________ in interest. If you accept the terms offered by the Delta Bank, the interest would amount to $____________.

____
Secretary

WOULD I LIKE TO BE A SECRETARY?



1. Several duties that secretaries perform are listed below. Check those that you enjoy doing.

   _____taking dictation (Do you like to take notes in class?)

   _____filing letters (Do you keep your notes in alphabetical order?)

   _____announcing visitors (Do you like to make introductions?)

   _____making appointments (Do you make notes of your appointments?)

   _____editing manuscripts (Do you like to read and correct what other people write?)

   _____figuring interest (Do you like doing math problems using percentages?)

2. Can you think of any other duties that a secretary might perform? What are they?

3. Do you think you would like to be a secretary?. . . . YES NO
   Why?

(Simulation Page 7)

UNIT 7

LEARNING ABOUT THE JOB OF COURT REPORTER

PURPOSE

The purpose of this unit is to provide students with an opportunity to learn something about the work performed by a court reporter.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by a court reporter. The simulation exercises give students an opportunity to see some of the types of things a court reporter does. Students should have access to a dictionary while working on this unit. If typewriters are available, students may use them in completing the activities on Simulation Pages 2, 3, and 5.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Court Reporters" on page 117.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation (pages 111-116).
2. Ask students to complete pages 2 through 4 of the simulation.
3. For Simulation Page 5, read the transcript of the closing statement out loud while students write down parts that were omitted in the manuscript. The complete transcript is shown on the Teacher's Key on page 115.
4. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
5. After checking the simulation exercises, have students turn to page 6 to answer the questions and discuss the topics at the top of the page.
6. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 Class Trial: Conduct a trial in class based upon a classroom incident or discipline problem. Have students assume the various roles of lawyer, judge, witness, etc. and try the case in the classroom. Students may want to simulate in class the courtroom drama they have seen on such TV shows as Perry Mason or Owen Marshall.

2 Courtroom Play: Bring to class an actual transcript from a trial. Actual transcripts, or information regarding sources for locating a transcript, may be obtained from the public library, county law library, district attorney's office, or county/district court clerk. Duplicate the transcript and have different students take the role of lawyers, judge, witnesses, court reporter, defendant, etc., and read the parts as if they were in court. The class members who do not have one of the roles may serve as jurors. After the case has been read, have jury members vote on whether they would find the defendant guilty or not guilty based on the testimony they have heard.

UNIT 7

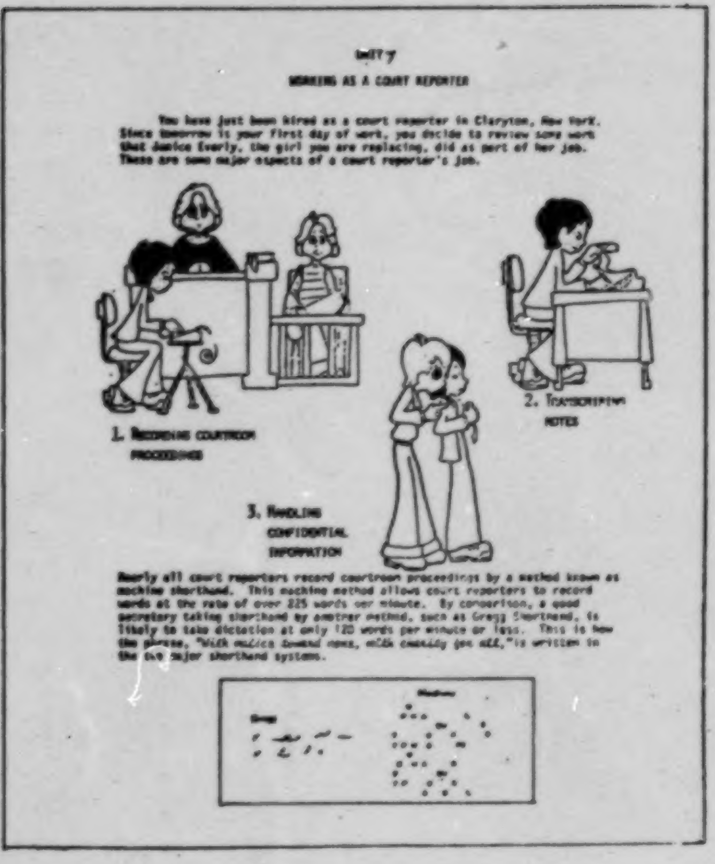
TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any court reporters.

b. If so, ask whether they think that the court reporters they know really do the types of things described here.



UNIT 7

WORKING AS A COURT REPORTER

You have just been hired as a court reporter in Claryton, New York. Since tomorrow is your first day of work, you decide to review some work that Janice Everly, the girl you are replacing, did as part of her job. These are some major aspects of a court reporter's job.

1. RECORDING COURTROOM PROCEEDINGS

2. TRANSCRIBING NOTES

3. HANDLING CONFIDENTIAL INFORMATION

Nearly all court reporters record courtroom proceedings by a method known as machine shorthand. This machine method allows court reporters to record words at the rate of over 225 words per minute. By comparison, a good secretary taking shorthand by another method, such as Gregg Shorthand, is likely to take dictation at only 120 words per minute or less. This is how the phrase, "*With malice toward none, with charity for all,*" is written in the two major shorthand systems.

In a discussion develop the idea that court reporters must:

a. Have a wide vocabulary so they can record the varied words spoken in court.

b. Be able to concentrate and work steadily for several hours without any halt in pace.

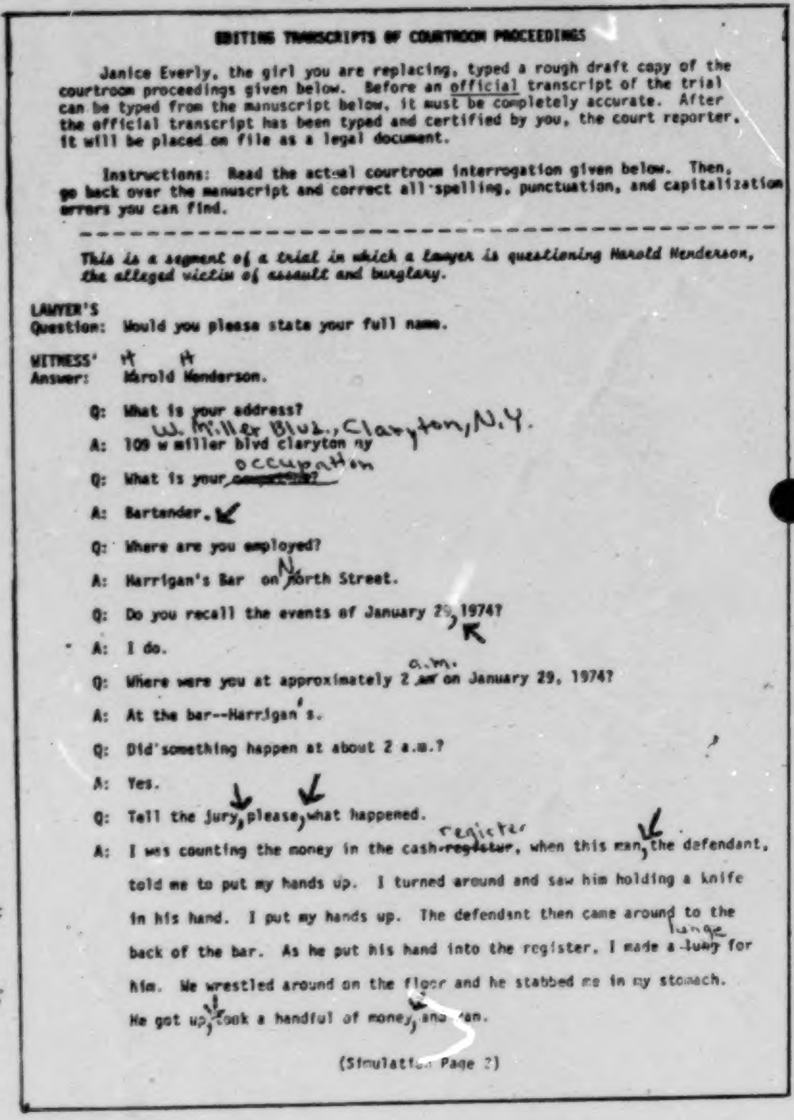
c. Be able to sit in one location for long periods of time.

d. Be able to keep information confidential.

Simulation Page 2

CHECK:

Letters crossed out and corrected in the court transcript at the right are recommended. Arrows indicate inserted punctuation marks. Go over the corrections with students and discuss the reasons behind the changes.



EDITING TRANSCRIPTS OF COURTROOM PROCEEDINGS

Janice Everly, the girl you are replacing, typed a rough draft copy of the courtroom proceedings given below. Before an official transcript of the trial can be typed from the manuscript below, it must be completely accurate. After the official transcript has been typed and certified by you, the court reporter, it will be placed on file as a legal document.

Instructions: Read the actual courtroom interrogation given below. Then, go back over the manuscript and correct all spelling, punctuation, and capitalization errors you can find.

- -

This is a segment of a trial in which a Lawyer is questioning Harold Henderson, the alleged victim of assault and burglary.

LAWYER'S Question: Would you please state your full name.

WITNESS' Answer: H H ~~harold henderson~~ Harold Henderson.

Q: What is your address?

A: 109 w miller blvd claryton ny W. Miller Blvd., Claryton, N.Y.

Q: What is your ~~[illegible]~~ occupation?

A: Bartender.

Q: Where are you employed?

A: Harrigan's Bar on ~~north~~ North Street.

Q: Do you recall the events of January 29, 1974?

A: I do.

Q: Where were you at approximately 2 ~~am~~ a.m. on January 29, 1974?

A: At the bar--Harrigan's.

Q: Did something happen at about 2 a.m.?

A: Yes.

Q: Tell the jury, please, what happened.

A: I was counting the money in the cash ~~regestur~~ register, when this man, the defendant, told me to put my hands up. I turned around and saw him holding a knife in his hand. I put my hands up. The defendant then came around to the back of the bar. As he put his hand into the register, I made a ~~lung~~ lunge for him. We wrestled around on the floor and he stabbed me in my stomach. He got up, took a handful of money, and ran.

(Simulation Page 2)

Optional Discussion Topics

- Did you enjoy reading the court transcript and correcting it? Why?
- Why is it so important that a court transcript be accurate?

  Answer: Because the transcript becomes an official record of testimony, witnesses, exhibits, and interrogation.
- Ask students if they know how court reporters go about converting their machine shorthand tape into typed material.

  Answer:

  a. They read the tape and type a rough draft as they look at the tape.

  b. They read aloud from the tape and record the transcript on a machine. This machine records similarly to a tape recorder. The sound recording is then given to a typist who listens to the transcription and types a copy from the recording.
- Point out to the students that court reporters may use either machine or symbol shorthand. Also, the only courtroom proceedings that are transcribed are in the case of appeals where the court orders a transcript.

Simulation Page 3

(See Teacher's Guide on
preceding page.)

EDITING TRANSCRIPTS OF COURTROOM PROCEEDINGS (Cont.)

Q: Mr. Henderson, did you lose consciousness after the knife entered your body?

A: No.

Q: You were able to get up from the floor, were you not?

A: Just ~~bearly~~ barely.

Q: What was the first thing you did when you got up?

A: I called the Claryton ~~p~~Police ~~d~~Department.

Q: After calling the police, what did you do?

A: I sat down and waited for them.

Q: Did you look in the cash register?

A: No.

Q: Did ~~any one~~ anyone come into the bar between the time you called the police and ~~there~~ their arrival?

A: No.

Q: When the police arrived, I suppose you told them the same story you just told us?

A: I told them exactly what happened.

Q: Did you let out a scream when you felt the knife go into your body?

A: I did.

Q: Did you say something?

A: I yelled, ~~i've been stabbed~~ "I've been stabbed!".

Q: When the police arrived, what did they do with the knife?

A: One officer wiped the blood off and wrote a number on the ~~blaid~~ blade.

Q: Mr. Henderson, is this the knife you were stabbed with?

A: Yes.

wyer: I have no more questions of the witness, your honor.

(Simulation Page 3)

Simulation Page 4

CHECK:

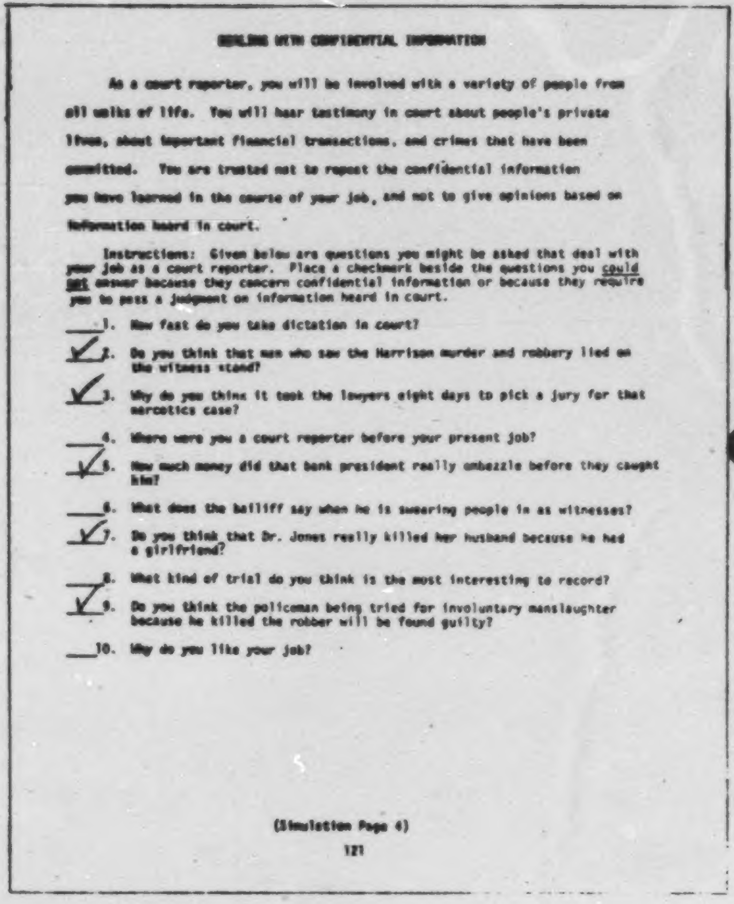
The items that are confidential are checked at the right.

Why do you think these items are confidential?

Answer: Each of the five items calls for an opinion based on privileged information that the court reporter would hear as part of the jot in the courtroom.

Optional Discussion Topics:

- What are some tactful replies you would give to family and friends if they asked about a secret you knew but promised not to tell?
- What other occupations can you think of in which one handles information that must be kept secret?



DEALING WITH CONFIDENTIAL INFORMATION

As a court reporter, you will be involved with a variety of people from all walks of life. You will hear testimony in court about people's private lives, about important financial transactions, and crimes that have been committed. You are trusted not to repeat the confidential information you have learned in the course of your job, and not to give opinions based on information heard in court.

Instructions: Given below are questions you might be asked that deal with your job as a court reporter. Place a checkmark beside the questions you could not answer because they concern confidential information or because they require you to pass a judgment on information heard in court.

___ 1. How fast do you take dictation in court?

✓ 2. Do you think that man who saw the Harrison murder and robbery lied on the witness stand?

✓ 3. Why do you think it took the lawyers eight days to pick a jury for that narcotics case?

___ 4. Where were you a court reporter before your present job?

✓ 5. How much money did that bank president really embezzle before they caught him?

___ 6. What does the bailiff say when he is swearing people in as witnesses?

✓ 7. Do you think that Dr. Jones really killed her husband because he had a girlfriend?

___ 8. What kind of trial do you think is the most interesting to record?

✓ 9. Do you think the policeman being tried for involuntary manslaughter because he killed the robber will be found guilty?

___ 10. Why do you like your job?

(Simulation Page 4)

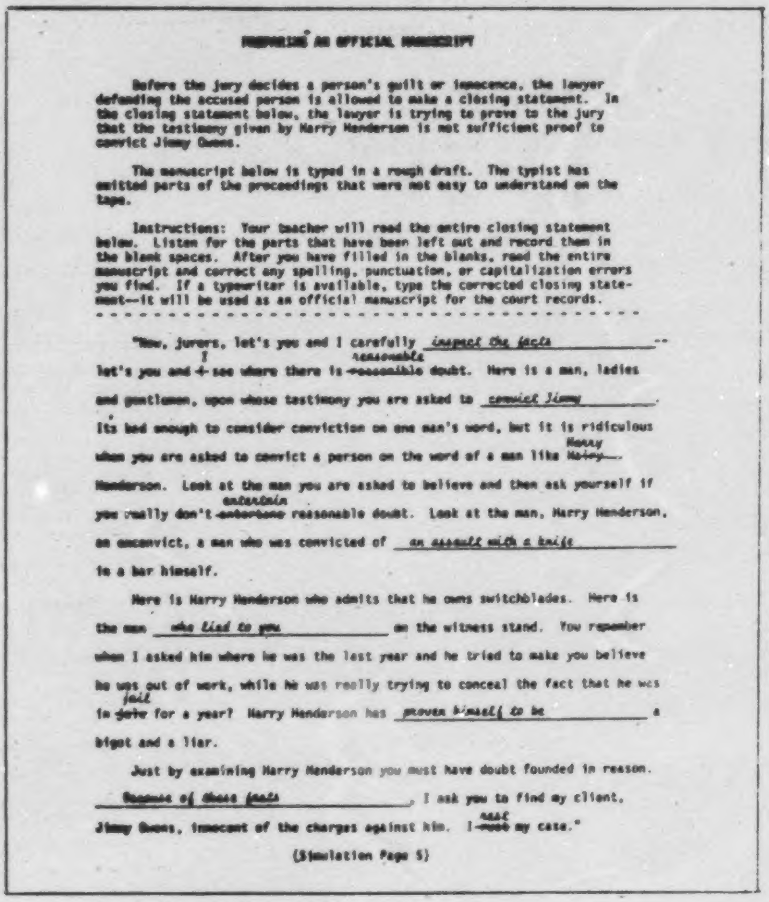
Simulation Page 5

Read the entire transcript shown at the right to the students. Then ask them to make other corrections.

CHECK:

Students should have written the words shown at the right on the blanks in the manuscript.

They should also have made the spelling, capitalization, and punctuation corrections as indicated at the right.



PREPARING AN OFFICIAL MANUSCRIPT

Before the jury decides a person's guilt or innocence, the lawyer defending the accused person is allowed to make a closing statement. In the closing statement below, the lawyer is trying to prove to the jury that the testimony given by Harry Henderson is not sufficient proof to convict Jimmy Owens.

The manuscript below is typed in a rough draft. The typist has omitted parts of the proceedings that were not easy to understand on the tape.

Instructions: Your teacher will read the entire closing statement below. Listen for the parts that have been left out and record them in the blank spaces. After you have filled in the blanks, read the entire manuscript and correct any spelling, punctuation, or capitalization errors you find. If a typewriter is available, type the corrected closing statement—it will be used as an official manuscript for the court records.

- -

"Now, jurors, let's you and I carefully *inspect the facts*________-- let's you and ~~i~~ I see where there is ~~reasonible~~ *reasonable* doubt. Here is a man, ladies and gentlemen, upon whose testimony you are asked to *convict Jimmy*______. Its bad enough to consider conviction on one man's word, but it is ridiculous when you are asked to convict a person on the word of a man like ~~Hairy~~ *Harry* Henderson. Look at the man you are asked to believe and then ask yourself if you really don't ~~entertane~~ *entertain* reasonable doubt. Look at the man, Harry Henderson, an exconvict, a man who was convicted of *an assault with a knife*________ in a bar himself.

Here is Harry Henderson who admits that he owns switchblades. Here is the man *who lied to you*________ on the witness stand. You remember when I asked him where he was the lest year and he tried to make you believe he was out of work, while he was really trying to conceal the fact that he was in ~~gale~~ *jail* for a year? Harry Henderson has *proven himself to be*________ a bigot and a liar.

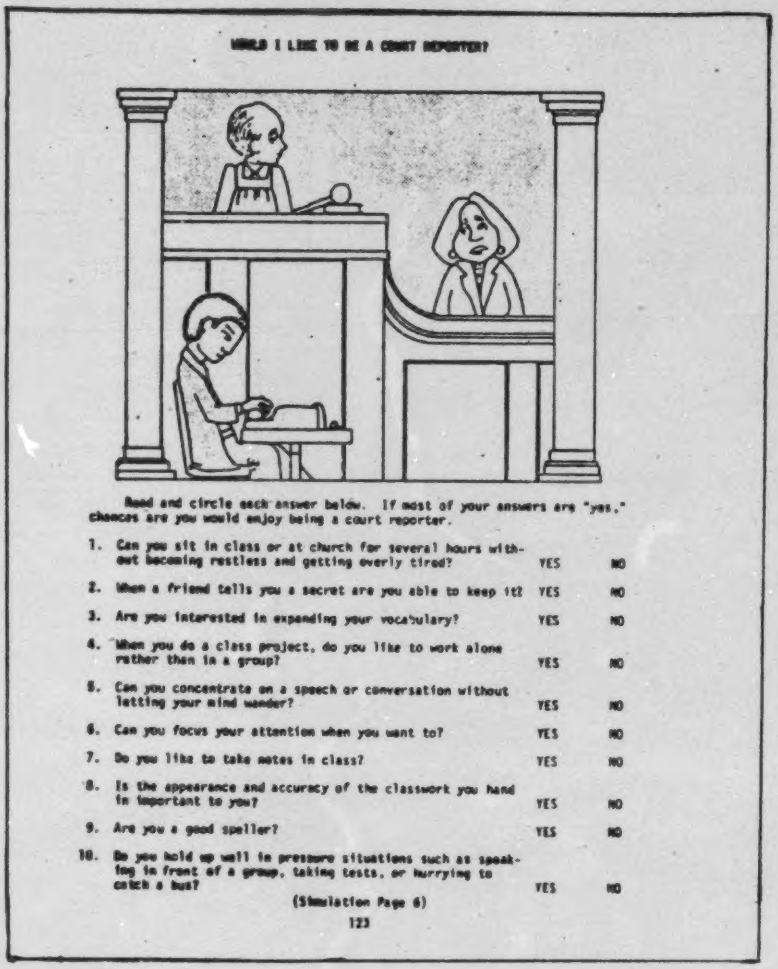
Just by examining Harry Henderson you must have doubt founded in reason. *Because of these facts*________, I ask you to find my client, Jimmy Owens, innocent of the charges against him. I ~~rust~~ *rest* my case."

(Simulation Page 5)

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



WOULD I LIKE TO BE A COURT REPORTER?

Read and circle each answer below. If most of your answers are "yes," chances are you would enjoy being a court reporter.

1. Can you sit in class or at church for several hours without becoming restless and getting overly tired? YES NO
2. When a friend tells you a secret are you able to keep it? YES NO
3. Are you interested in expanding your vocabulary? YES NO
4. When you do a class project, do you like to work alone rather than in a group? YES NO
5. Can you concentrate on a speech or conversation without letting your mind wander? YES NO
6. Can you focus your attention when you want to? YES NO
7. Do you like to take notes in class? YES NO
8. Is the appearance and accuracy of the classwork you hand in important to you? YES NO
9. Are you a good speller? YES NO
10. Do you hold up well in pressure situations such as speaking in front of a group, taking tests, or hurrying to catch a bus? YES NO

(Simulation Page 6)

123

BACKGROUND INFORMATION ON COURT REPORTERS

In General

The work of the reporter is varied and often most interesting. Reporters meet people in every walk of life, many of them leaders in their fields. Reporters are trusted not to divulge confidential information acquired in the course of their duties. They have the opportunity to study the tactics and strategies of attorneys and businessmen and are given an inside picture of American business, labor, education, science, and medicine.

Of course, not all of the reporter's work is interesting or exciting. Some assignments may be dull and boring; for example, typing transcripts, reports, or other documents involving many figures or the itemization of merchandise. Here the reporter must develop the attitude that it is all in the day's work.

Education

Shorthand skill is the basic tool of the court reporter. The minimum speed necessary for reporting is 225 words per minute on matter which has not been practiced before. A period of two years of study and practice is ordinarily required; however, the preparation period varies depending on the time and effort devoted by the students. A broad academic background is also helpful to the court reporter, including an extensive vocabulary, a good understanding of English grammar, and a general knowledge of business and society.

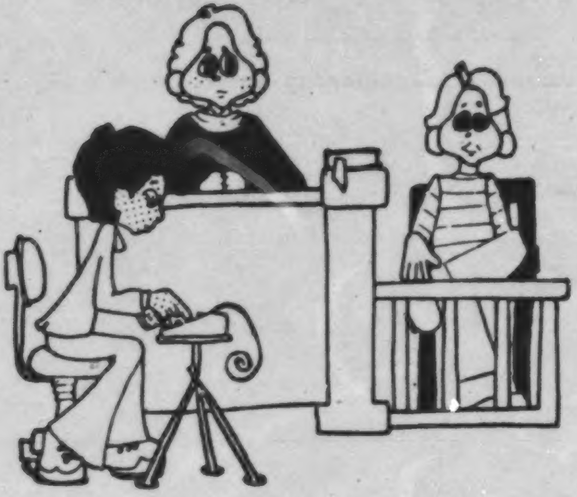
Earnings

The salaries of court reporters vary widely throughout the country. In some states, they may earn extra income by furnishing transcripts to interested parties for a fee. Depending upon local customs, official reporters may further supplement their incomes by undertaking outside reporting assignments, such as recording convention proceedings. For information on salaries of court reporters in your area, consult the want ads of a newspaper or visit your local state employment agency office.

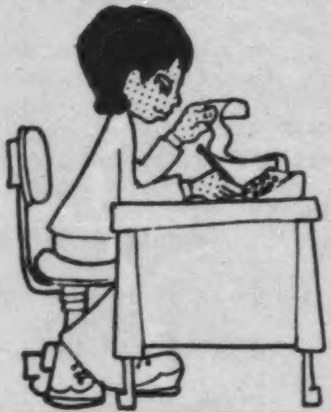
UNIT 7

WORKING AS A COURT REPORTER

You have just been hired as a court reporter in Claryton, New York. Since tomorrow is your first day of work, you decide to review some work that Janice Everly, the girl you are replacing, did as part of her job. These are some major aspects of a court reporter's job:



1. RECORDING COURTROOM PROCEEDINGS



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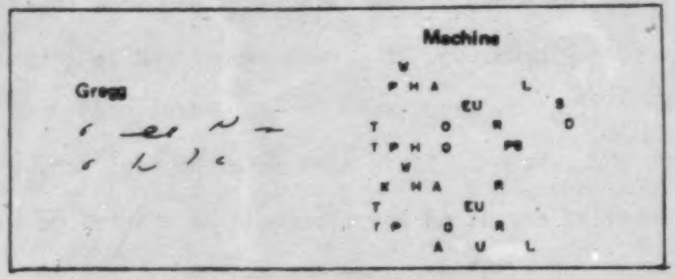

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Instructions: Read the actual courtroom interrogation given below. Then, go back over the manuscript and correct all spelling, punctuation, and capitalization errors you can find. If a typewriter is available, type a corrected copy of the courtroom proceedings below.

This is a segment of a trial in which a lawyer is questioning Harold Henderson, the alleged victim of assault and burglary.

LAWYER'S
Question: Would you please state your full name.

WITNESS' H H
Answer: ~~h~~arold ~~h~~enderson.

Q: What is your address?

A: 109 w miller blvd claryton ny

Q: What is your ocupation?

A: Bartender

Q: Where are you employed?

A: Harrigan's Bar on north Street.

Q: Do you recall the events of January 29 1974?

A: I do.

Q: Where were you at approximately 2 am on January 29, 1974?

A: At the bar--Harrigan s.

Q: Did something happen at about 2 a.m.?

A: Yes.

Q: Tell the jury please what happened.

A: I was counting the money in the cash registur, when this man the defendant, told me to put my hands up. I turned around and saw him holding a knife in his hand. I put my hands up. The defendant then came around to the back of the bar. As he put his hand into the register, I made a lung for him. We wrestled around on the floor and he stabbed me in my stomach. He got up took a handful of money and ran.

Q: Mr. Henderson did you lose consciousness after the knife entered your body?

A: No.

Q: You were able to get up from the floor were you not?

A: Just bearly.

Q: What was the first thing you did when you got up?

A: I called the Claryton police department.

Q: After calling the police, what did you do?

A: I sat down and waited for them.

Q: Did you look in the cash register?

A: No.

Q: Did any one come into the bar between the time you called the police and there arrival?

A: No.

Q: When the police arrived I suppose you told them the same story you just told us?

A: I told them exactly what happened.

Q: Did you let out a scream when you felt the knife go into your body?

A: I did.

Q: Did you say something?

A: I yelled I've been stabbed

Q: When the police arrived, what did they do with the knife?

A: One officer wiped the blood off and wrote a number on the blaid.

Q: Mr. Henderson, is this the knife you were stabbed with?

A: Yes.

Lawyer: I have no more questions of the witness your honor.

DEALING WITH CONFIDENTIAL INFORMATION

As a court reporter, you will be involved with a variety of people from all walks of life. You will hear testimony in court about people's private lives, about important financial transactions, and crimes that have been committed. You are trusted not to repeat the confidential information you have learned in the course of your job, and not to give opinions based on information heard in court.

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_____2. Do you think that man who saw the Harrison murder and robbery lied on the witness stand?

_____3. Why do you think it took the lawyers eight days to pick a jury for that narcotics case?

_____4. Where were you a court reporter before your present job?

_____5. How much money did that bank president really embezzle before they caught him?

_____6. What does the bailiff say when he is swearing people in as witnesses?

_____7. Do you think that Dr. Jones really killed her husband because he had a girlfriend?

_____8. What kind of trial do you think is the most interesting to record?

_____9. Do you think the policeman being tried for involuntary manslaughter because he killed the robber will be found guilty?

_____10. Why do you like your job?

(Simulation Page 4)

PREPARING AN OFFICIAL MANUSCRIPT

Before the jury decides a person's guilt or innocence, the lawyer defending the accused person is allowed to make a closing statement. In the closing statement below, the lawyer is trying to prove to the jury that the testimony given by Harry Henderson is not sufficient proof to convict Jimmy Owens.

The manuscript below is typed in a rough draft. The typist has omitted parts of the proceedings that were not easy to understand on the tape.

Instructions: Your teacher will read the entire closing statement below. Listen for the parts that have been left out and record them in the blank spaces. After you have filled in the blanks, read the entire manuscript and correct any spelling, punctuation, or capitalization errors you find. If a typewriter is available, type the corrected closing statement--it will be used as an official manuscript for the court records.

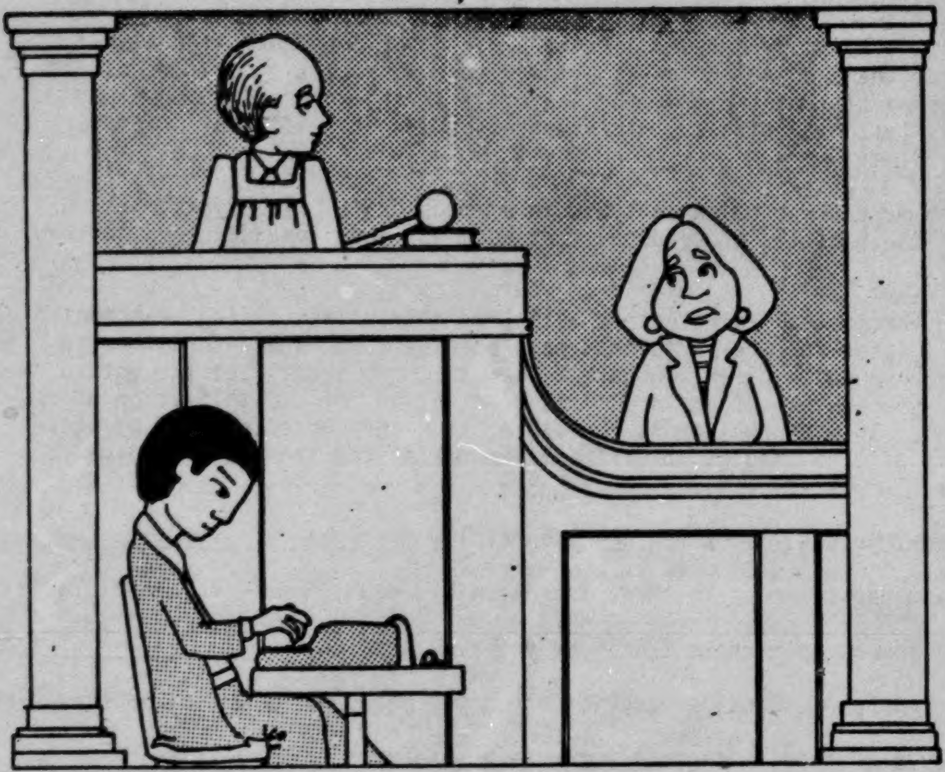
- -

"Now, jurors, let's you and I carefully ______________________________-- let's you and i see where there is reasonible doubt. Here is a man, ladies and gentlemen, upon whose testimony you are asked to ______________________. Its bad enough to consider conviction on one man's word, but it is ridiculous when you are asked to convict a person on the word of a man like Hairy Henderson. Look at the man you are asked to believe and then ask yourself if you really don't entertane reasonable doubt. Look at the man, Harry Henderson, an exconvict, a man who was convicted of ____________________________________ in a bar himself.

Here is Harry Henderson who admits that he owns switchblades. Here is the man ______________________________ on the witness stand. You remember when I asked him where he was the last year and he tried to make you believe he was out of work, while he was really trying to conceal the fact that he was in jale for a year? Harry Henderson has ________________________________ a bigot and a liar.

Just by examining Harry Henderson you must have doubt founded in reason. ____, I ask you to find my client, Jimmy Owens, innocent of the charges against him. I rust my case."

WOULD I LIKE TO BE A COURT REPORTER?



Read and circle each answer below. If most of your answers are "yes," chances are you would enjoy being a court reporter.

1. Can you sit in class or at church for several hours without becoming restless and getting overly tired? YES NO

2. When a friend tells you a secret are you able to keep it? YES NO

3. Are you interested in expanding your vocabulary? YES NO

4. When you do a class project, do you like to work alone rather than in a group? YES NO

5. Can you concentrate on a speech or conversation without letting your mind wander? YES NO

6. Can you focus your attention when you want to? YES NO

7. Do you like to take notes in class? YES NO

8. Is the appearance and accuracy of the classwork you hand in important to you? YES NO

9. Are you a good speller? YES NO

10. Do you hold up well in pressure situations such as speaking in front of a group, taking tests, or hurrying to catch a bus? YES NO

(Simulation Page 6)

UNIT 8

WORKING AS AN EXECUTIVE SECRETARY AT A POLICE STATION

PURPOSE

The purpose of this unit is to give students an opportunity to learn something of the work performed by an executive secretary.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by an executive secretary at the city police station in Ravenswood, Oregon. The simulation exercises give students an opportunity to take dictation, order supplies, prepare minutes of a meeting, and hire an office receptionist.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at end of this unit) to provide each student with a copy.
2. Read "Background Information on Executive Secretaries" on page 135.
3. Have students bring dictionaries or provide access to them in class. If typewriters are available, allow students to use them in this unit as appropriate.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation.
2. Ask students to complete pages 2 through 5 of the simulation. The first simulation exercise (page 2) requires you to dictate to students the letter shown on page 128.
3. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 to answer and discuss the questions listed there.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 ➔ Duplicate and have students complete the "Executive Word Power" vocabulary activity on page 126. The answers to the activity are shown in the box below.

Discuss with students the importance of a good vocabulary to an executive secretary. Explain that an executive secretary works primarily with top-level managers and others who have fairly extensive vocabularies.

If students enjoy this vocabulary activity, you may want to set up a vocabulary list of your own to use periodically. Or, you might bring "It Pays to Enrich Your Word Power" pages from Reader's Digest magazine for use in class.

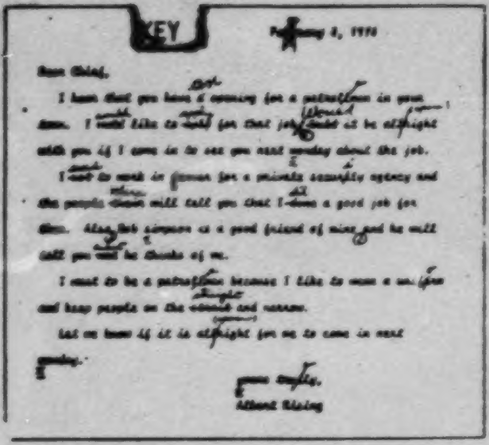
Answers to "Executive Word Power" Activity

1. (b) indirect
2. (c) moral
3. (c) profitable
4. (a) to pay
5. (b) humiliation
6. (a) final
7. (a) unprincipled
8. (b) undecipherable
9. (c) excuse
10. (b) stimulus
11. (c) exclusive control
12. (b) delete
13. (c) blame
14. (a) to influence
15. (a) essential
16. (c) yield
17. (c) admittance
18. (c) endanger
19. (d) avoid
20. (c) mislead

2 ➔ Have students read and edit the "Dear Chief" letter shown on page 127. This is a letter written to the chief of police of a small town and contains many errors. Students are to correct the errors in the letter and then answer the discussion questions at the bottom of the page.

The key to the "Dear Chief" letter is given at the right.

Explain that a well written letter of application is very important when one is looking for a job. The letter should be clearly worded and written in standard English, be mechanically correct, and provide all essential information about the applicant.



"Executive Word Power"

People in executive positions generally have a fairly good vocabulary and expect those who work with them--secretaries, executive secretaries, etc.--to have a good vocabulary also.

Below are 20 key words that are everyday words for most executives. See how many of these you know by checking the word or phrase nearest in meaning to the key word.

1. devious ___*a: amusing* ___*b: indirect* ___*c: stealthy* ___*d: happy*
2. ethical ___*a: practical* ___*b: professional* ___*c: moral* ___*d: religious*
3. lucrative ___*a: illegally gained* ___*b: fortunate* ___*c: profitable*
4. defray ___*a: to pay* ___*b: pull back* ___*c: tatter* ___*d: go around*
5. indignity ___*a: penalty* ___*b: humiliation* ___*c: blame* ___*d: rebuke*
6. ultimate ___*a: final* ___*b: critical* ___*c: limited* ___*d: decisive*
7. unethical ___*a: unprincipled* ___*b: irreligious* ___*c: impossible*
8. illegible ___*a: not qualified* ___*b: undecipherable* ___*c: unlawful*
9. exempt ___*a: to exclude* ___*b: deprive* ___*c: excuse* ___*d: overlook*
10. incentive ___*a: obligation* ___*b: stimulus* ___*c: pretext* ___*d: ambition*
11. monopoly ___*a: combination* ___*b: acquisition* ___*c: exclusive control*
12. censor ___*a: to scold* ___*b: delete* ___*c: fabricate* ___*d: deceive*
13. censure ___*a: to reject* ___*b: suppress* ___*c: blame* ___*d: remove from office*
14. affect ___*a: to influence* ___*b: upset* ___*c: conclude* ___*d: to stop*
15. vital ___*a: essential* ___*b: conclusive* ___*c: significant* ___*d: poor*
16. submit ___*a: to consider* ___*b: evade* ___*c: yield* ___*d: agree*
17. access ___*a: improvement* ___*b: aid* ___*c: admittance or passage*
18. jeopardize ___*a: to unbalance* ___*b: wear away* ___*c: endanger* ___*d: stop*
19. evade ___*a: to rub out* ___*b: lurch* ___*c: glance off* ___*d: avoid*
20. delude ___*a: to soak* ___*b: discourage* ___*c: mislead* ___*d: equivocate*

"DEAR CHIEF"

The following application letter was received by the police chief in a small town. Read this letter and mark all errors in word usage, punctuation, spelling, and capitalization. When you have finished, answer the questions at the bottom of the page.

Feburary 4, 197-

Dear Chief,

I hear that you have a opening for a patrollman in your town. I wuld like to aply for that job, wuld it be allright with you if I come in to see you next monday about the job.

I ust to work in denver for a private securaty agency and the people their will tell you that I done a good job for them. Also Bob simpson is a good friend of mine and he will tell you wat he thinks of me.

I want to be a patrollman because I like to wear a unifarm and keep people on the strait and narrow.

Let me know if it is allright for me to come in next monday.

yours truely,

Albert Rising

Discussion Questions:

1. Do you think Albert Rising got a job as patrolman? Why?
2. Do you think the police chief was impressed with Albert's letter? Why?
3. Do you think it is important for an application letter to be written clearly in standard English? Why?
4. Are you impressed with Albert's reasons for wanting to be a patrolman? Why?

LETTER TO BE DICTATED
(Executive Secretary Job Simulation)

The following letter is to be dictated to students as a part of the first exercise of the Executive Secretary Job Simulation which is the major activity in Unit 8.

DICTATING INSTRUCTIONS:

Dictate slowly every word in the letter below, indicating where each new paragraph is to begin. (Do not dictate the punctuation marks)

> Alternative Suggestion: Do not tell students when to begin new paragrapns. After you finish dictating, ask students to decide upon paragraphing.

Take a letter to

Mr. John White
120 South State Street
Albany, California 94716

Dear Mr. White:

Thank you for your letter of September 30, 197-, in which you praise officers Lewis, Smith, and Scott. We are glad that these officers were able to help you after your automobile accident in Ravenswood, Oregon.

Because so many people condemn the police today, we are especially happy to receive warm, friendly letters like yours.

Any time you are in Ravenswood and need assistance, please feel free to call on us.

Sincerely yours,

Alvin Dix
Chief of Police

After the dictation is complete, ask students to read through what they have written to be sure they have spelled, punctuated, and capitalized correctly. When they have made all necessary changes, ask them to type or copy the letter onto the letterhead form provided in the simulation. Remind students to write the date just below the letterhead.

UNIT 8

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

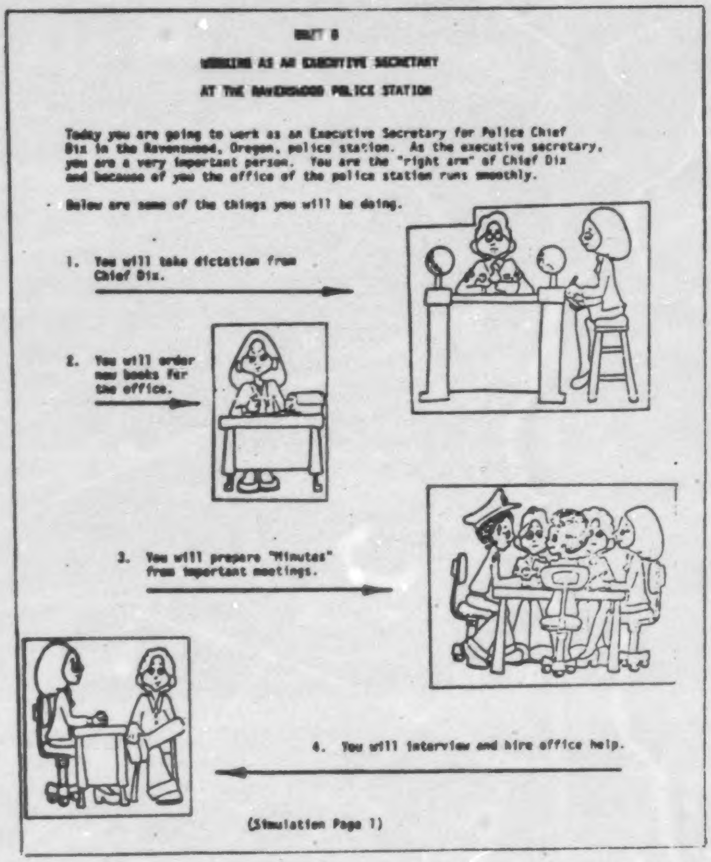
a. Ask students what the term "executive" means. *(One who is in a controlling or managing position in an organization.)*

   After "executive" has been defined, ask students to tell what they think an executive secretary does.

   Bring in at this point information about executive secretaries from the "background sheet" located just after this key.

b. Ask students whether they are acquainted with any people who are executive secretaries. If they are, ask whether they think the executive secretaries they know really do the types of things listed on Page 1.

c. Ask students whether they know any people who work in police stations or other law enforcement agencies. If they do, encourage them to tell about these people.



UNIT 8

WORKING AS AN EXECUTIVE SECRETARY

AT THE RAVENSWOOD POLICE STATION

Today you are going to work as an Executive Secretary for Police Chief Dix in the Ravenswood, Oregon, police station. As the executive secretary, you are a very important person. You are the "right arm" of Chief Dix and because of you the office of the police station runs smoothly.

Below are some of the things you will be doing.

1. You will take dictation from Chief Dix.

2. You will order new books for the office.

3. You will prepare "Minutes" from important meetings.

4. You will interview and hire office help.

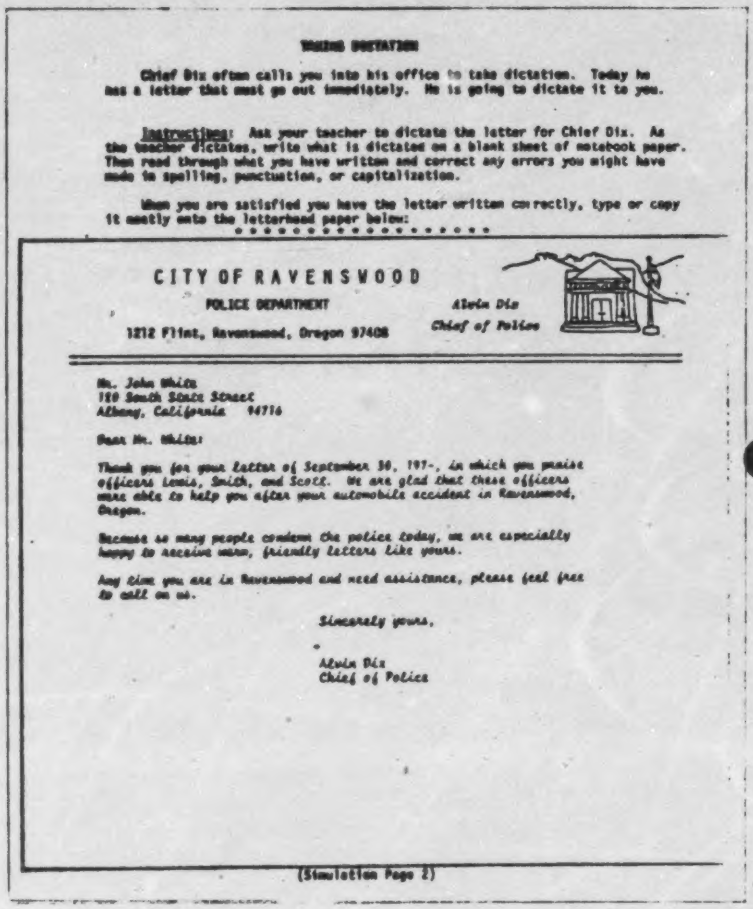
(Simulation Page 1)

Simulation Page 2

CHECK:

Students should have written their letters in a form similar to that shown at the right. Check to see that they have capitalized, spelled, and punctuated as shown.

You may espically want to check words such as "condemn," "officers," "receive," and "assistance" for correct spelling.



TAKING DICTATION

Chief Dix often calls you into his office to take dictation. Today he has a letter that must go out immediately. He is going to dictate it to you.

Instructions: Ask your teacher to dictate the letter for Chief Dix. As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and correct any errors you might have made in spelling, punctuation, or capitalization.

When you are satisfied you have the letter written correctly, type or copy it neatly onto the letterhead paper below:

CITY OF RAVENSWOOD
POLICE DEPARTMENT
1212 Flint, Ravenswood, Oregon 97408

Alvin Dix
Chief of Police

Mr. John White
120 South State Street
Albany, California 94716

Dear Mr. White:

Thank you for your letter of September 30, 197-, in which you praise officers Lewis, Smith, and Scott. We are glad that these officers were able to help you after your automobile accident in Ravenswood, Oregon.

Because so many people condemn the police today, we are especially happy to receive warm, friendly letters like yours.

Any time you are in Ravenswood and need assistance, please feel free to call on us.

Sincerely yours,

Alvin Dix
Chief of Police

(Simulation Page 2)

- Ask students what they liked and disliked about the dictation exercise.

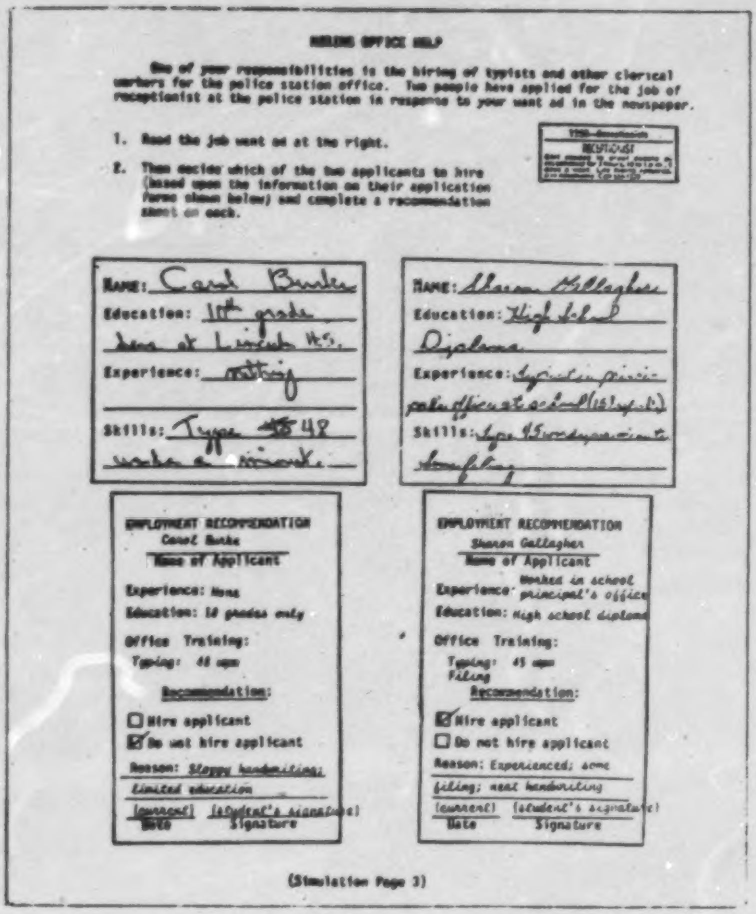
Explain that even if executive secretaries rarely take dictation from their bosses, they frequently must take notes at important meetings, conferences, and seminars.

Simulation Page 3

CHECK:

- Ask students to tell their reasons for hiring or not hiring Sharon or Carol. (Note: Before class discussions, you may want to have students write a brief essay on why they wouldn't hire Carol and how they would tell her.

- If they decided not to hire Carol, ask them what reason they would give her. *Develop the idea that the best thing to do is to tell her the truth--that her skills are not adequate.*



HIRING OFFICE HELP

One of your responsibilities is the hiring of typists and other clerical workers for the police station office. Two people have applied for the job of receptionist at the police station in response to your want ad in the newspaper.

1. Read the job want ad at the right.
2. Then decide which of the two applicants to hire (based upon the information on their application forms shown below) and complete a recommendation sheet on each.

NAME: Carol Burke
Education: 10th grade done at Lincoln H.S.
Experience: nothing
Skills: Type ~~45~~ 48 words a minute.

NAME: Sharon Gallagher
Education: High School Diploma
Experience: typing in principal's office at school (1½ yrs.)
Skills: Type 45 words per minute, some filing

EMPLOYMENT RECOMMENDATION
Carol Burke
Name of Applicant
Experience: *None*
Education: *10 grades only*
Office Training:
Typing: *48 wpm*
Recommendation:
☐ Hire applicant
☑ Do not hire applicant
Reason: *Sloppy handwriting; limited education*
(current) Date
(student's signature) Signature

EMPLOYMENT RECOMMENDATION
Sharon Gallagher
Name of Applicant
Experience: *Worked in school principal's office*
Education: *High school diploma*
Office Training:
Typing: *45 wpm*
Filing
Recommendation:
☑ Hire applicant
☐ Do not hire applicant
Reason: *Experienced; some filing; neat handwriting*
(current) Date
(student's signature) Signature

(Simulation Page 3)

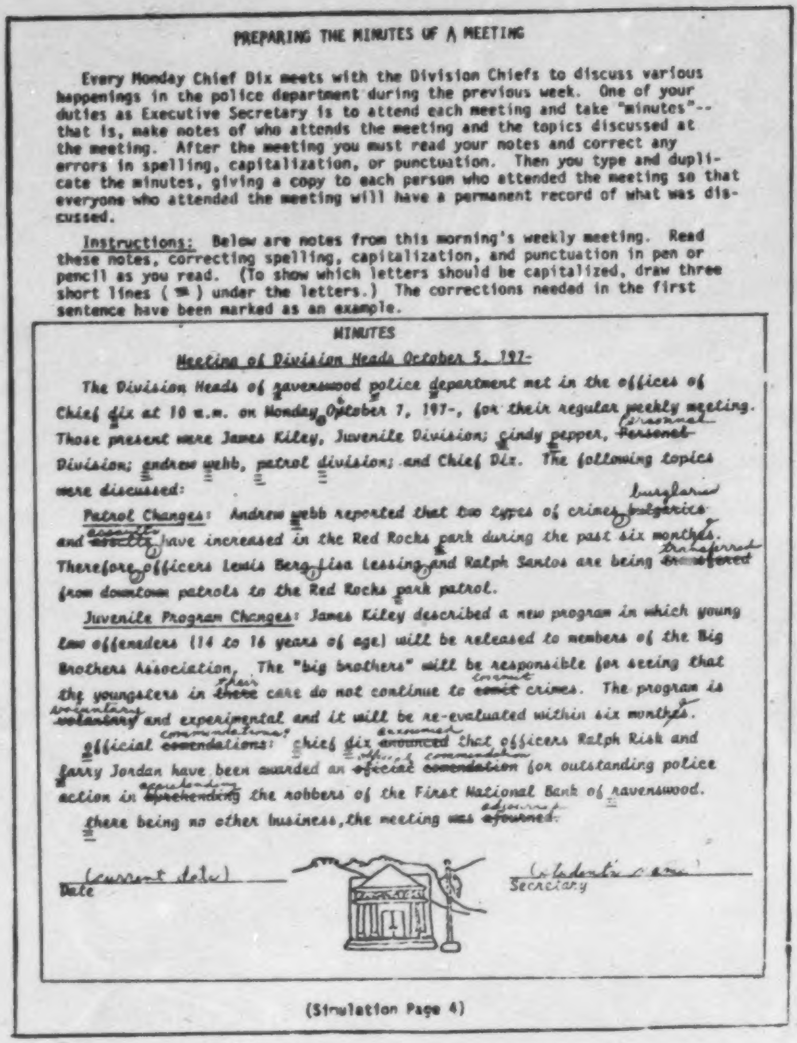
Simulation Page 4

CHECK:

Spelling, capitalization, and punctuation should be corrected as shown in the illustration at the right.

- Discuss with students the reason for taking "minutes" at meetings.

Ask students if they have ever attended meetings at which minutes were taken. Encourage them to tell about the meetings.



PREPARING THE MINUTES OF A MEETING

Every Monday Chief Dix meets with the Division Chiefs to discuss various happenings in the police department during the previous week. One of your duties as Executive Secretary is to attend each meeting and take "minutes"--that is, make notes of who attends the meeting and the topics discussed at the meeting. After the meeting you must read your notes and correct any errors in spelling, capitalization, or punctuation. Then you type and duplicate the minutes, giving a copy to each person who attended the meeting so that everyone who attended the meeting will have a permanent record of what was discussed.

Instructions: Below are notes from this morning's weekly meeting. Read these notes, correcting spelling, capitalization, and punctuation in pen or pencil as you read. (To show which letters should be capitalized, draw three short lines (≡) under the letters.) The corrections needed in the first sentence have been marked as an example.

MINUTES

Meeting of Division Heads October 5, 197-

The Division Heads of ravenswood police department met in the offices of Chief dix at 10 a.m. on Monday, October 7, 197-, for their regular weekly meeting. Those present were James Kiley, Juvenile Division; cindy pepper, ~~Personel~~ Personnel Division; andrew webb, patrol division; and Chief Dix. The following topics were discussed:

Patrol Changes: Andrew webb reported that two types of crimes, ~~bulgaries~~ burglaries and ~~assults~~ assaults, have increased in the Red Rocks park during the past six month~~e~~s. Therefore, officers Lewis Berg, Lisa Lessing, and Ralph Santos are being ~~transfered~~ transferred from downtown patrols to the Red Rocks park patrol.

Juvenile Program Changes: James Kiley described a new program in which young law offenders (14 to 16 years of age) will be released to members of the Big Brothers Association. The "big brothers" will be responsible for seeing that the youngsters in ~~there~~ their care do not continue to ~~comit~~ commit crimes. The program is ~~volentary~~ voluntary and experimental and it will be re-evaluated within six month~~e~~s.

official ~~comendations~~ commendations: chief dix ~~anounced~~ announced that officers Ralph Risk and larry Jordan have been awarded an ~~oficial~~ official ~~comendation~~ commendation for outstanding police action in ~~aprehending~~ apprehending the robbers of the First National Bank of ravenswood.

there being no other business, the meeting was ~~afourned~~ adjourned.

(current date)
Date

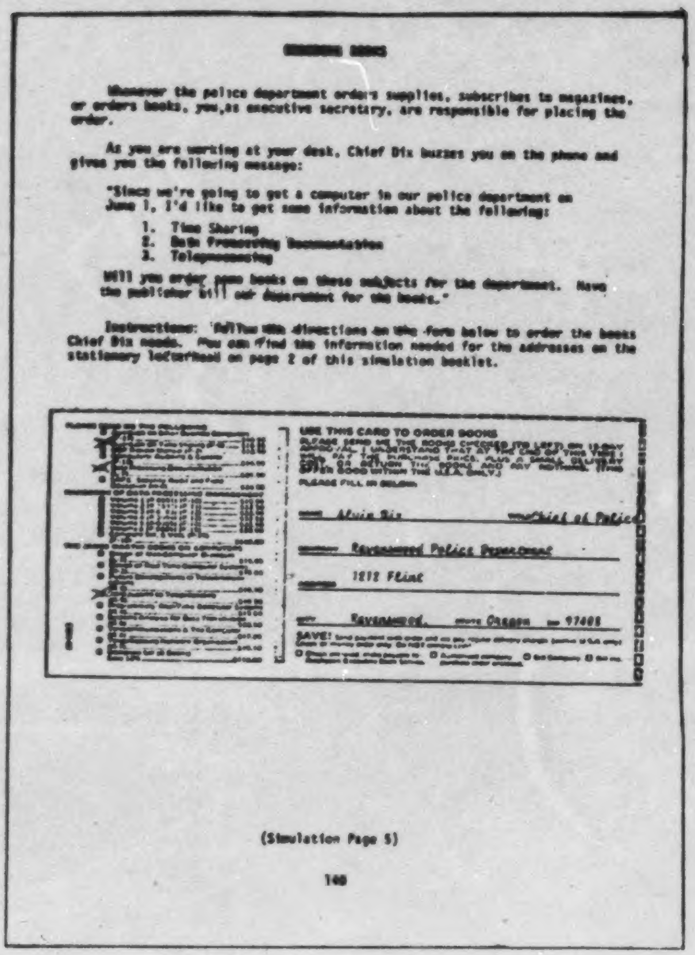
(student's name)
Secretary

(Simulation Page 4)

Simulation Page 5

CHECK:

Students should have completed the form as shown at the right.



[illegible]

Whenever the police department orders supplies, subscribes to magazines, or orders books, you, as executive secretary, are responsible for placing the order.

As you are working at your desk, Chief Dix buzzes you on the phone and gives you the following message:

"Since we're going to get a computer in our police department on June 1, I'd like to get some information about the following:

1. Time Sharing
2. Data Processing Documentation
3. Teleprocessing

Will you order some books on these subjects for the department. Have the publisher bill our department for the books."

Instructions: Follow the directions on the form below to order the books Chief Dix needs. You can find the information needed for the addresses on the stationery letterhead on page 2 of this simulation booklet.

USE THIS CARD TO ORDER BOOKS

PLEASE SEND ME THE BOOKS CHECKED (TO LEFT) ON 15-DAY APPROVAL. I UNDERSTAND THAT AT THE END OF THIS TIME I WILL PAY THE PURCHASE PRICE, PLUS A SMALL DELIVERY COST, OR RETURN THE BOOKS AND OWE NOTHING. (THIS OFFER GOOD WITHIN THE U.S.A. ONLY.)

PLEASE FILL IN BELOW

Alvin Dix Chief of Polic

Ravenwood Police Department

1212 Flint

Ravenwood, Oregon 97408

SAVE! [illegible]

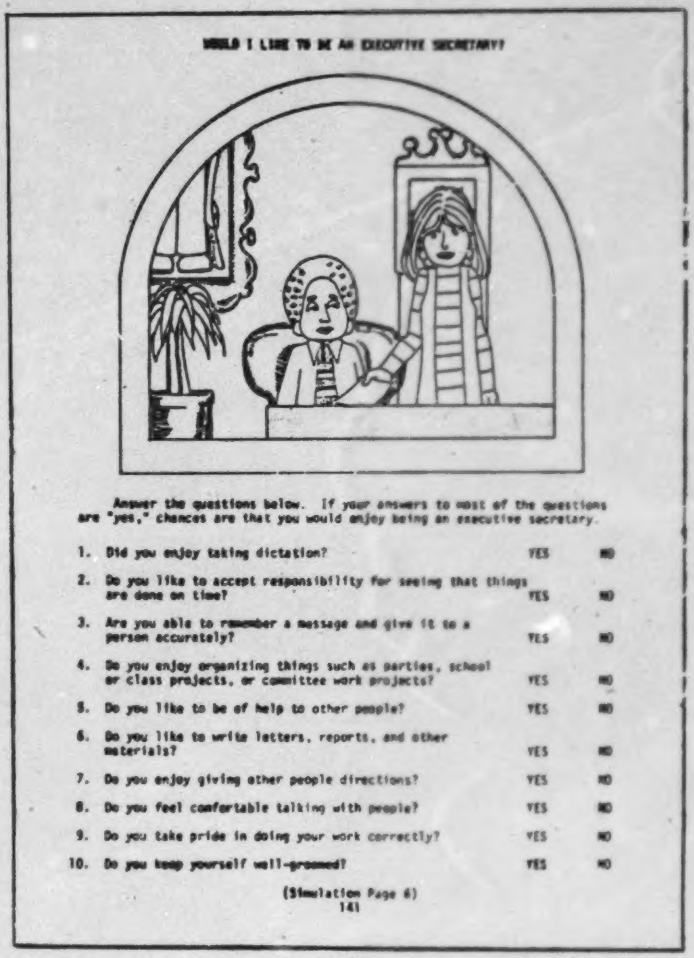
(Simulation Page 5)

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Aslo, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE TO BE AN EXECUTIVE SECRETARY?

Answer the questions below. If your answers to most of the questions are "yes," chances are that you would enjoy being an executive secretary.

1. Did you enjoy taking dictation? YES NO
2. Do you like to accept responsibility for seeing that things are done on time? YES NO
3. Are you able to remember a message and give it to a person accurately? YES NO
4. Do you enjoy organizing things such as parties, school or class projects, or committee work projects? YES NO
5. Do you like to be of help to other people? YES NO
6. Do you like to write letters, reports, and other materials? YES NO
7. Do you enjoy giving other people directions? YES NO
8. Do you feel comfortable talking with people? YES NO
9. Do you take pride in doing your work correctly? YES NO
10. Do you keep yourself well-groomed? YES NO

(Simulation Page 6)
141

BACKGROUND INFORMATION ON EXECUTIVE SECRETARIES

As the term implies, "executive" secretaries usually serve in the capacity of an assistant to an executive. Executive secretaries are often executives in their own right because they supervise a staff of subordinate secretaries and typists.

Duties of an Executive Secretary: Executive secretaries must perform office duties such as answering the telephone, filing, typing, and taking dication. In addition to possessing these skills, executive secretaries are expected to complete all their tasks without any direct supervision. They frequently perform duties such as composing routine letters and reports, signing letters in the boss's absence, selecting and training assistants, supervising work done in the department, specifying office equipment and furnishings needed, and so on. The duties of executive secretaries vary according to the secretary's education, experience, seniority, and judgment.

Traits and Attitudes Needed: Because executive secretaries represent their bosses and their company to the public, and often supervise other office personnel, it is important they have high-level skills. Some of the attributes needed by an executive secretary are judgment, loyalty, initiative, diplomacy, appearance, ability to make decisions, cooperation, punctuality, and flexibility.

Education and Experience: An executive secretary is usually one of the highest paid office workers. An executive secretary has achieved a unique position in the business and professional world through hard work, continued study, and creative contributions to the job. Most executive secretaries have at least a high school education with additional college or business school training. Most executive secretaries worked their way up to their present position by beginning at a lower level office job and being promoted up the ladder of office jobs. After reaching executive secretary positions, individuals may be promoted to management or executive positions where they can use their knowledge of the company, initiative and creativeness to the fullest extent.

If you would like to find out the salary for executive secretaries in your locale, check the employment want ads for executive or administrative secretary in your local newspaper.

UNIT 8

WORKING AS AN EXECUTIVE SECRETARY
AT THE RAVENSWOOD POLICE STATION

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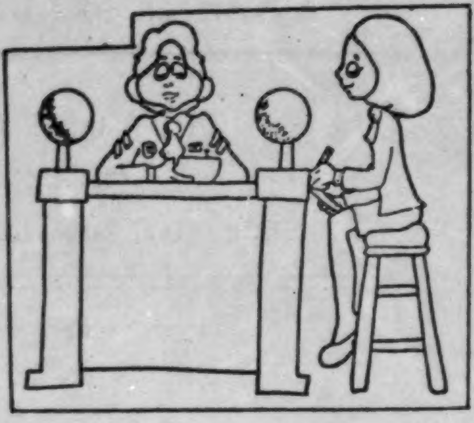
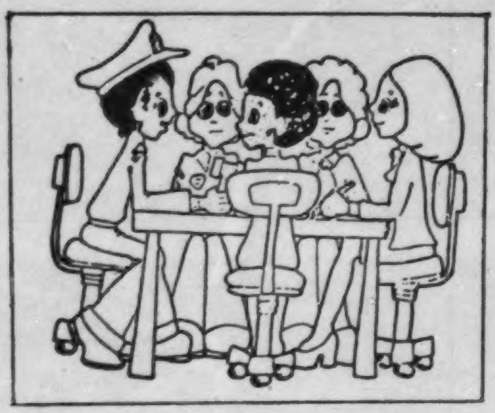
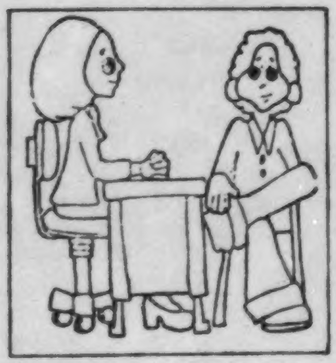


2. You will order new books for the office.

3. You will prepare "Minutes" from important meetings.



4. You will interview and hire office help.



(Simulation Page 1)

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POLICE DEPARTMENT
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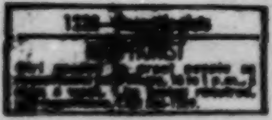

1. *Read the job want ad at the right.*
2. Then decide which of the two applicants to hire (based upon the information on their application forms shown below) and complete a recommendation sheet on each.

NAME: Carol Burke
Education: 10th grade done at Lincoln H.S.
Experience: nothing
Skills: Type ~~45~~ 48 words a minute.

NAME: Sharon Gallagher
Education: High School Diploma
Experience: typist in principal's office at school (15 hrs/wk).
Skills: type 45 words per minute. Some filing

EMPLOYMENT RECOMMENDATION

Name of Applicant
Experience:
Education:
Office Training:

Recommendation:

☐ Hire applicant
☐ Do not hire applicant
Reason:

Date Signature

EMPLOYMENT RECOMMENDATION

Name of Applicant
Experience:
Education:
Office Training:

Recommendation:

☐ Hire applicant
☐ Do not hire applicant
Reason:

Date Signature

(Simulation Page 3)

PREPARING THE MINUTES OF A MEETING

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MINUTES

Meeting of Division Heads October 5, 197-

The Division Heads of ravenswood police department met in the offices of Chief dix at 10 a.m. on Monday, O~~p~~ctober 7, 197-, for their regular weekly meeting. Those present were James Kiley, Juvenile Division; cindy pepper, Personel Division; andrew webb, patrol division; and Chief Dix. The following topics were discussed:

Patrol Changes: Andrew webb reported that two types of crimes bulgaries and assalts have increased in the Red Rocks park during the past six monthes. Therefore officers Lewis Berg Lisa Lessing and Ralph Santos are being transfered from downtown patrols to the Red Rocks park patrol.

Juvenile Program Changes: James Kiley described a new program in which young law offeneders (14 to 16 years of age) will be released to members of the Big Brothers Association. The "big brothers" will be responsible for seeing that the youngsters in there care do not continue to comit crimes. The program is volantary and experimental and it will be re-evaluated within six monthes.

official comendations: chief dix anounced that officers Ralph Risk and larry Jordan have been awarded an oficial comendation for outstanding police action in aprehending the robbers of the First National Bank of ravenswood.

there being no other business,the meeting was ajourned.

Date

Secretary

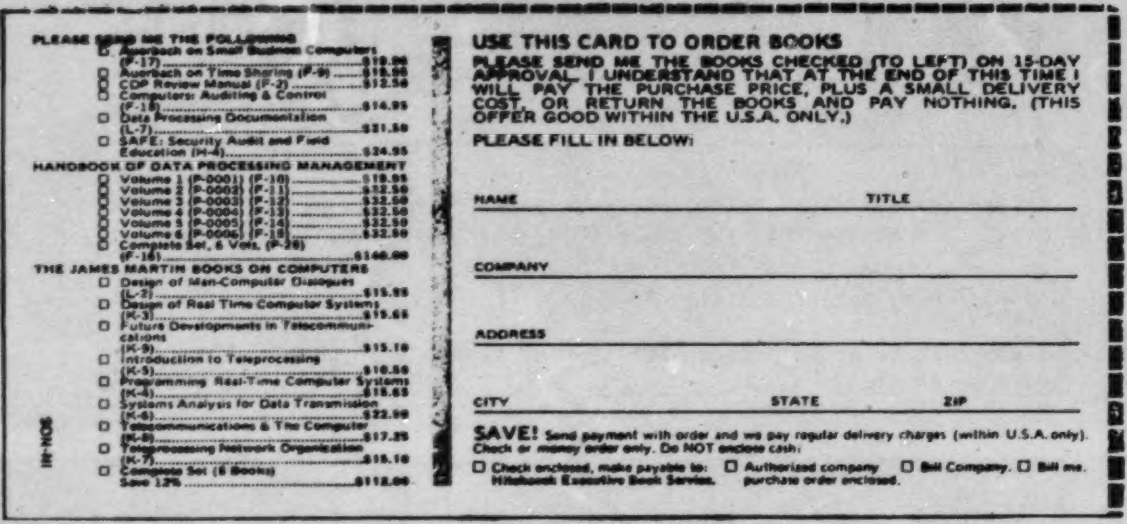
ORDERING BOOKS

Whenever the police department orders supplies, subscribes to magazines, or orders books, you,as executive secretary, are responsible for placing the order.

As you are working at your desk, Chief Dix buzzes you on the phone and gives you the following message:

> "Since we're going to get a computer in our police department on June 1, I'd like to get some information about the following:
>
> 1. Time Sharing
> 2. Data Processing Documentation
> 3. Teleprocessing
>
> Will you order some books on these subjects for the department. Have the publisher bill our department for the books."

Instructions: Follow the directions on the form below to order the books Chief Dix needs. You can find the information needed for the addresses on the stationery letterhead on page 2 of this simulation booklet.



PLEASE SEND ME THE FOLLOWING

☐ Auerbach on Small Business Computers (F-17)	$19.95
☐ Auerbach on Time Sharing (F-9)	$19.95
☐ CDP Review Manual (F-2)	$12.50
☐ Computers: Auditing & Control (F-18)	$14.95
☐ Data Processing Documentation (L-7)	$21.50
☐ SAFE: Security Audit and Field Education (H-4)	$24.95
HANDBOOK OF DATA PROCESSING MANAGEMENT	
☐ Volume 1 (P-0001) (F-10)	$19.95
☐ Volume 2 (P-0002) (F-11)	$32.50
☐ Volume 3 (P-0003) (F-12)	$32.50
☐ Volume 4 (P-0004) (F-13)	$32.50
☐ Volume 5 (P-0005) (F-14)	$32.50
☐ Volume 6 (P-0006) (F-15)	$32.50
☐ Complete Set, 6 Vols. (P-20) (F-16)	$140.00
THE JAMES MARTIN BOOKS ON COMPUTERS	
☐ Design of Man-Computer Dialogues (L-2)	$15.95
☐ Design of Real Time Computer Systems (K-3)	$15.65
☐ Future Developments in Telecommunications (K-9)	$15.10
☐ Introduction to Teleprocessing (K-5)	$10.50
☐ Programming Real-Time Computer Systems (K-4)	$15.65
☐ Systems Analysis for Data Transmission (K-6)	$22.99
☐ Telecommunications & The Computer (K-8)	$17.25
☐ Teleprocessing Network Organization (K-7)	$15.10
☐ Complete Set (8 Books) Save 12%	$112.00

USE THIS CARD TO ORDER BOOKS

PLEASE SEND ME THE BOOKS CHECKED (TO LEFT) ON 15-DAY APPROVAL. I UNDERSTAND THAT AT THE END OF THIS TIME I WILL PAY THE PURCHASE PRICE, PLUS A SMALL DELIVERY COST, OR RETURN THE BOOKS AND PAY NOTHING. (THIS OFFER GOOD WITHIN THE U.S.A. ONLY.)

PLEASE FILL IN BELOW:

NAME ______________________ TITLE ______________

COMPANY ______________________________________

ADDRESS ______________________________________

CITY ______________ STATE ______________ ZIP __________

SAVE! Send payment with order and we pay regular delivery charges (within U.S.A. only). Check or money order only. Do NOT enclose cash:

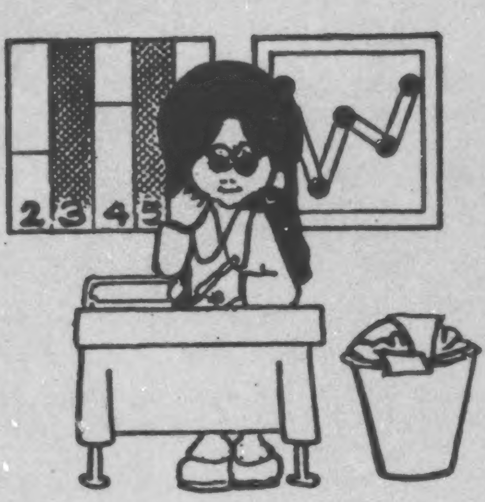
☐ Check enclosed, make payable to: Hitchcock Executive Book Service. ☐ Authorized company purchase order enclosed. ☐ Bill Company. ☐ Bill me.

WOULD I LIKE TO BE AN EXECUTIVE SECRETARY?

Answer the questions below. If your answers to most of the questions are "yes," chances are that you would enjoy being an executive secretary.

1. Did you enjoy taking dictation? YES NO
2. Do you like to accept responsibility for seeing that things are done on time? YES NO
3. Are you able to remember a message and give it to a person accurately? YES NO
4. Do you enjoy organizing things such as parties, school or class projects, or committee work projects? YES NO
5. Do you like to be of help to other people? YES NO
6. Do you like to write letters, reports, and other materials? YES NO
7. Do you enjoy giving other people directions? YES NO
8. Do you feel comfortable talking with people? YES NO
9. Do you take pride in doing your work correctly? YES NO
10. Do you keep yourself well-groomed? YES NO

UNIT 9



A DAY AS AN ACCOUNTANT
FOR THE SOUTHERN PACIFIC
BOATING CLUB

PURPOSE

The purpose of this unit is to give students an opportunity to explore the type of work perfomed by a head accountant.

MAJOR ACTIVITY

The major activity in this unit is an eight-page simulation of the work performed by Ann Jackson, an accountant for the Southern Pacific Boating Club in Honolulu, Hawaii. The simulation contains activities that might be performed by an accountant in any large enterprise. The suggested prodecures for administering the simulation are as follows:

Before Class:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Accountant" on page 153.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key, pages 146-152.
2. Ask students to complete pages 2 through 7 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first seven pages, go through the simulation with them. Check answers and discuss the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 8 of the simulation packet to answer the questions and discuss the topics shown on that page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 ➔ Duplicate and distribute copies of the forms on pages 144-145 and have students use the forms to prepare their personal Balance Sheets and Income Statements. In completing these forms, each student will find his "net worth" at present and his "net income" for the month. In doing this, the student will be performing a simplified version of tasks performed by an accountant while learning to analyze his spending habits and his personal financial status.

Go over each form with the students before they begin, explaining how the form is to be completed:

On the Balance Sheet, students are to list the things they own (i.e., their assets) by categories, such as clothes, sporting goods, money in bank, and so forth. They then estimate the value of the liabilities. From the total value of things they own, they subtract the money they owe to others (i.e., their liabilities). The resulting balance is their "net worth". At the bottom of the page, students are to write a paragraph describing the items (assets) they would like to acquire during the next year.

On the Income Statement, students are to show the total money they received for the previous month (or current month, if the month is just ending.) Then they list the things for which they spent money during the month and the amount spent on each. The total amount spent is subtracted from the total income to find the "net income". After finding net income, students are asked to write a paragraph explaining how they will get the money necessary to buy the assests they want.

Students may want to do this exercise at the end of each month to see how their net income and net worth changes from month to month.

FIGURING NET WORTH

When you hear someone discuss how much money a rich person has, you usually hear something such as, "Did you know that Aristotle Onassis was worth 500 million dollars?". Are you curious about how much you are worth? If you are, find out by filling in this form.

Instructions: On the balance sheet shown below, list the things you own that are worth money and then the things you owe others. The difference between what you own less what you owe is your "net worth."

After you have completed the form, write a paragraph at the bottom of this page describing the assets you wish you had. These assets should be ones that you think you could get within the next year.

BALANCE SHEET

Name:____________________ Date:______________

Assets: (Things you own, such as clothes, money, sporting goods, records, etc.)	Value (How much it is worth)
____________________	$__________
____________________	$__________
____________________	$__________
____________________	$__________
TOTAL VALUE OF ASSETS:	$__________
Liabilities: (Money I owe to people)	Amount
____________________	$__________
____________________	$__________
____________________	$__________
____________________	$__________
TOTAL VALUE OF LIABILITIES:	- $__________
MY NET WORTH (Assets minus liabilities)	$__________

In the space below, write a paragraph describing the assets you want to get during the next year.

FIGURING NET INCOME

If you are like most people, when you receive money--either as a gift, allowance, or earnings from a job--it seems to be gone before you realize where it went. This form will help you see what the money you receive is spent on.

Instructions: The form shown below is your personal income statement for the period of one month. List your sources of income for one month and everything you can remember money was spent for during that month. Your "net income" is your total income less expenses.

INCOME STATEMENT

For the month of ____________

Name: ______________________________

INCOME (*Money I received*)		
Where I got the money:	*Amount*	*Grand Total*
____________	______	
____________	______	
____________	______	
____________	______	
TOTAL INCOME	______	→ $________
EXPENDITURES (*Money I spent*)		
What I spent money for:		
____________	______	
____________	______	
____________	______	
____________	______	
TOTAL EXPENDITURES	______	→ - $________
NET INCOME (*Income less expenditures*)		$________

Now that you have discovered what your net income is, write a paragraph below telling how you plan to buy the assets you want to acquire. If your net income is not high enough to buy the things you want, describe ways in which you could bring in more money.

UNIT 9

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they know any people who are accountants.

b. If so, ask whether they think that the accountants they know really do the types of things described here.

c. Ask students to describe other types of work performed by the accountants they know, and in what type organization he or she works.

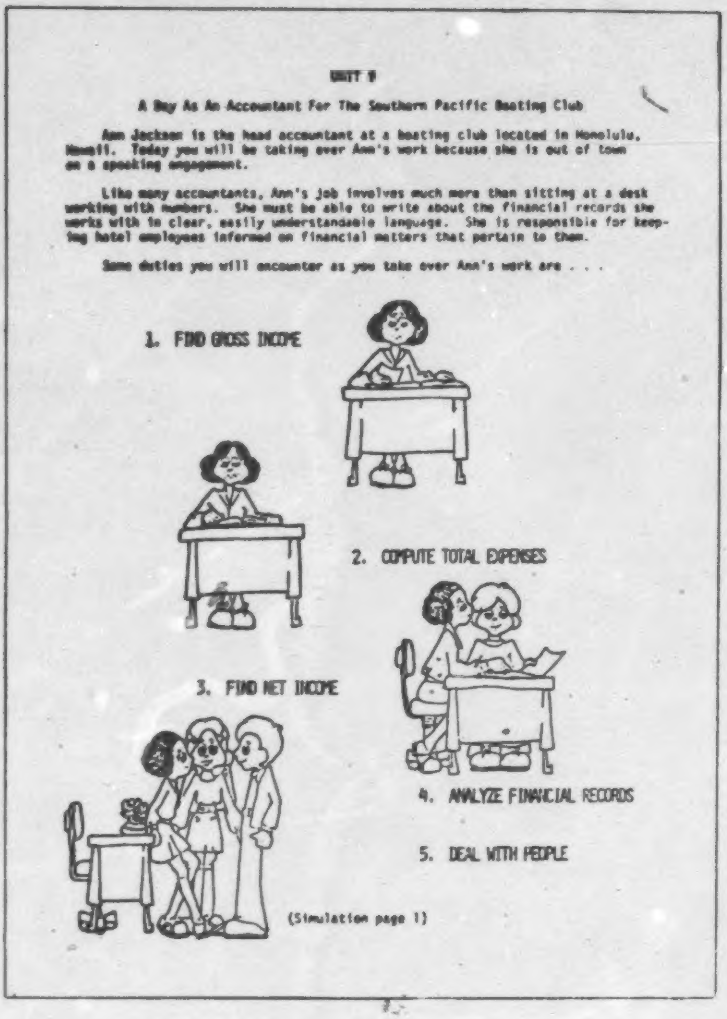
In a discussion develop the idea that accountants:

a. Must enjoy working with detailed information.

b. Must have the ability to concentrate on and stick with a problem until it is solved.

c. Should be able to be trusted with confidential information.

d. Must be able to report complicated financial records in clear, concise language.



UNIT 9

A Day As An Accountant For The Southern Pacific Boating Club

Ann Jackson is the head accountant at a boating club located in Honolulu, Hawaii. Today you will be taking over Ann's work because she is out of town on a speaking engagement.

Like many accountants, Ann's job involves much more than sitting at a desk working with numbers. She must be able to write about the financial records she works with in clear, easily understandable language. She is responsible for keeping hotel employees informed on financial matters that pertain to them.

Some duties you will encounter as you take over Ann's work are . . .

1. FIND GROSS INCOME

2. COMPUTE TOTAL EXPENSES

3. FIND NET INCOME

4. ANALYZE FINANCIAL RECORDS

5. DEAL WITH PEOPLE

(Simulation page 1)

Simulation page 2 and 3

CHECK:

Have the students compare their figures with the key shown below.

FINDING THE GROSS INCOME OF A BOATING CLUB

The *gross income* of the Southern Pacific Boating Club, for a certain period of time, such as a week, month, or year, represents the total of the amounts of money it receives from membership fees and from the operations of the restaurant, supply and service shops, fueling station, and marina (docking area). At the present time, the Boating Club limits itself to 1,200 members. Each pays a yearly fee of $900. This fee allows the members and their families the use of the clubhouse, tennis courts, swimming pool, and docking facilities.

Instructions:

Assume that Ann Jackson is out for the day and that you have been asked to take over some of her responsibilities. Your first task is to complete the report shown below. Refer to the computer printout on the following page to find the monthly income from membership fees and club operations. Enter each amount in the proper space on the report; then, compute and record the total of the membership fees and the total amount from operations. The final step is to add the total of fees and operations to find the Gross Income for the year just ended.

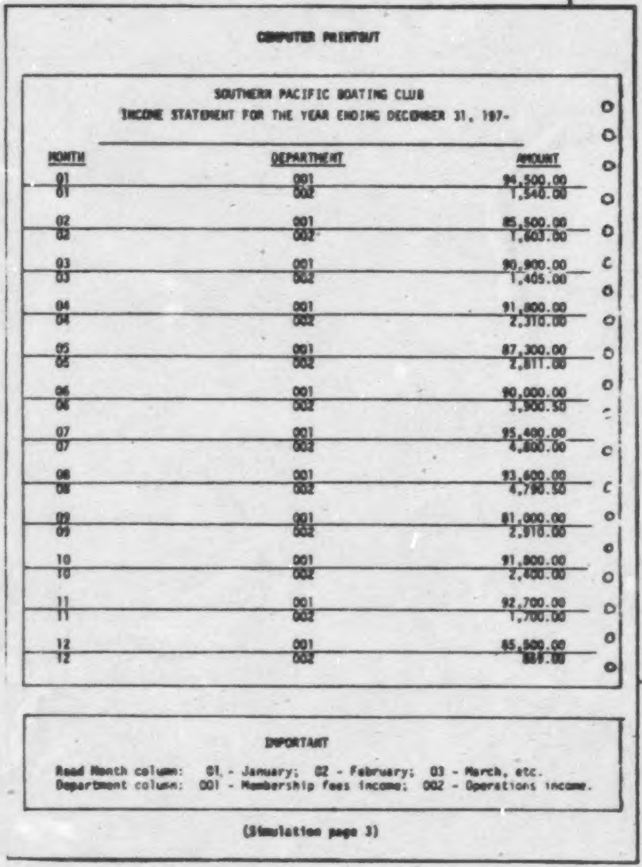
SOUTHERN PACIFIC BOATING CLUB

Gross Income from Fees and Operations

For Year Ending December 31, 19__

	Membership Fees	Operations
January	$ 94,500.00	$ 1,540.00
February	85,500.00	1,603.00
March	90,900.00	1,405.00
April	91,800.00	2,310.00
May	87,300.00	2,811.00
June	90,000.00	3,900.50
July	95,400.00	4,800.00
August	93,600.00	4,790.50
September	81,000.00	2,910.00
October	91,800.00	2,400.00
November	92,700.00	1,700.00
December	85,500.00	859.00
Total	$ 1,080,000.00	$ 31,029.00
Gross Income From Fees And Operations		$ 1,111,029.00

(Simulation page 2)



COMPUTER PRINTOUT

SOUTHERN PACIFIC BOATING CLUB

INCOME STATEMENT FOR THE YEAR ENDING DECEMBER 31, 197-

MONTH	DEPARTMENT	AMOUNT
01	001	94,500.00
01	002	1,540.00
02	001	85,500.00
02	002	1,603.00
03	001	90,900.00
03	002	1,405.00
04	001	91,800.00
04	002	2,310.00
05	001	87,300.00
05	002	2,811.00
06	001	90,000.00
06	002	3,900.50
07	001	95,400.00
07	002	4,800.00
08	001	93,600.00
08	002	4,790.50
09	001	81,000.00
09	002	2,910.00
10	001	91,800.00
10	002	2,400.00
11	001	92,700.00
11	002	1,700.00
12	001	85,500.00
12	002	859.00

IMPORTANT

Read Month column: 01 - January; 02 - February; 03 - March, etc.
Department column: 001 - Membership fees income; 002 - Operations income.

(Simulation page 3)

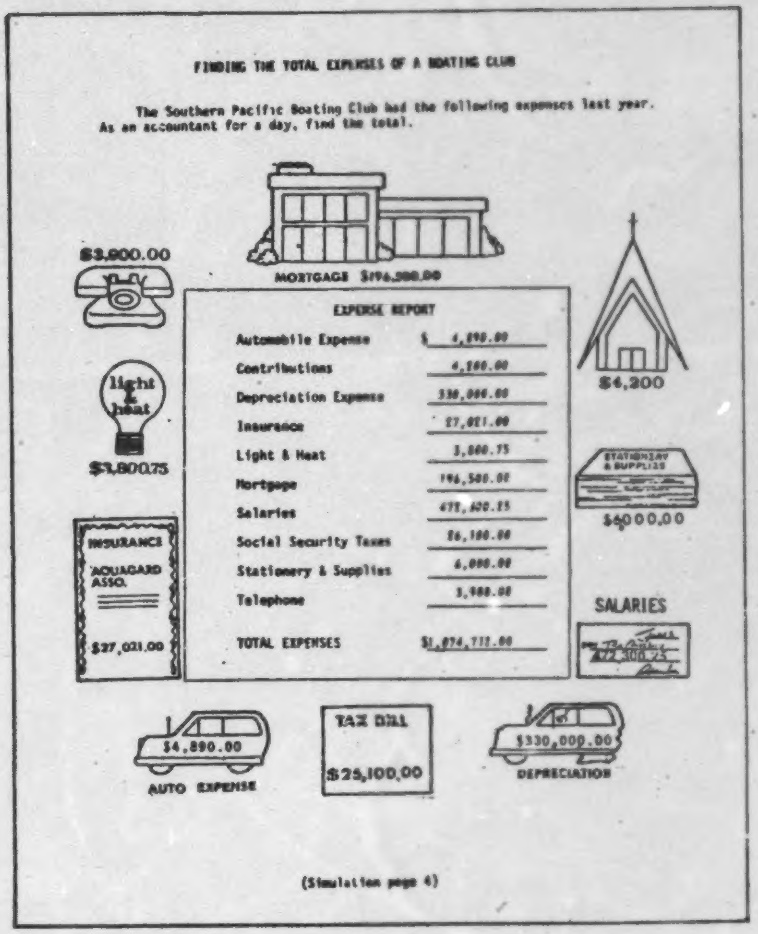
Optional Discussion Topic

- Discuss the meanings of the terms, "gross income" and "operations", as they are used in the first paragraph on simulation page 2. Students should note that expenses are not considered here and that the Club does realize an income from operating the restaurant, fueling station, etc.

Simulation page 4

CHECK:

The correct expense report is shown at the right. (You may want to explain the term, "depreciation", by saying that it represents a decline in the money value of the facilities and equipment which the Boating Club owns because of wear, tear, and obsolescence.)



FINDING THE TOTAL EXPENSES OF A BOATING CLUB

The Southern Pacific Boating Club had the following expenses last year. As an accountant for a day, find the total.

EXPENSE REPORT

Automobile Expense	$ 4,890.00
Contributions	4,200.00
Depreciation Expense	330,000.00
Insurance	27,021.00
Light & Heat	3,800.75
Mortgage	196,500.00
Salaries	472,300.25
Social Security Taxes	26,100.00
Stationery & Supplies	6,000.00
Telephone	3,900.00
TOTAL EXPENSES	$1,074,712.00

$3,900.00
MORTGAGE $196,500.00
$4,200
light & heat
$3,800.75
STATIONERY & SUPPLIES
$6000,00
INSURANCE
AQUAGARD ASSO.
$27,021.00
SALARIES
472,300.25
$4,890.00
AUTO EXPENSE
TAX BILL
$25,100,00
$330,000.00
DEPRECIATION

(Simulation page 4)

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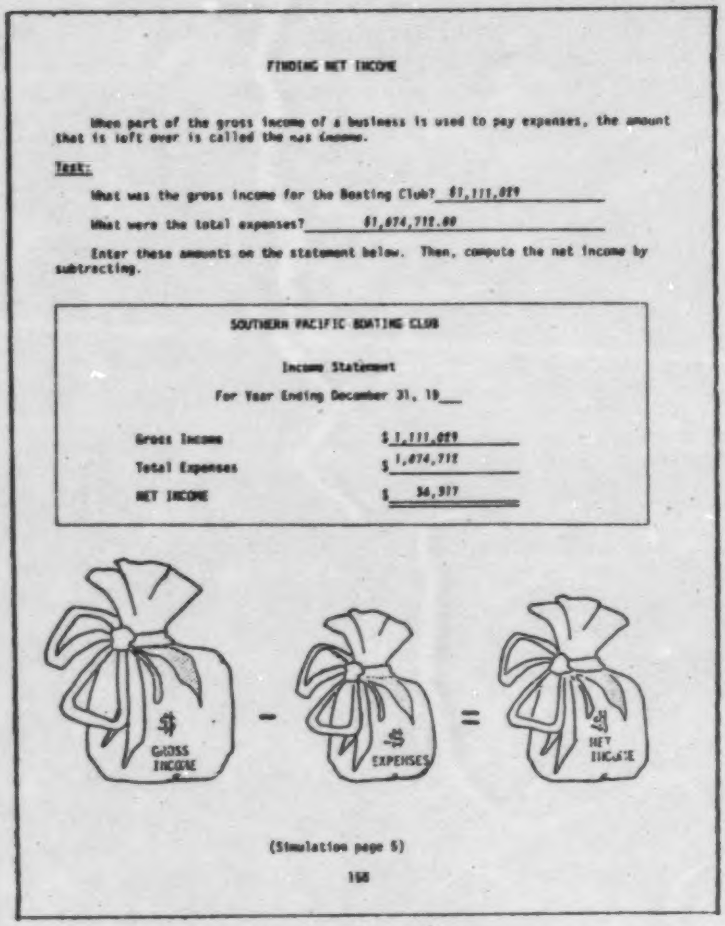
Simulation page 5

CHECK:

The form at the right is an abbreviated Income Statement for the Southern Pacific Boating Club. Students should have entered the gross income and total expense amounts from simulation pages 2 and 4 and then subtracted to find net income.



FINDING NET INCOME

When part of the gross income of a business is used to pay expenses, the amount that is left over is called the net income.

Test:

What was the gross income for the Boating Club? $1,111,029

What were the total expenses? $1,074,712.00

Enter these amounts on the statement below. Then, compute the net income by subtracting.

SOUTHERN PACIFIC BOATING CLUB

Income Statement

For Year Ending December 31, 19__

Gross Income	$ 1,111,029
Total Expenses	$ 1,074,712
NET INCOME	$ 36,317

(Simulation page 5)

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Simulation page 6

CHECK:

A sample memo is shown on the page at the right. Have students check to be sure they explained each of the three questions adequately.

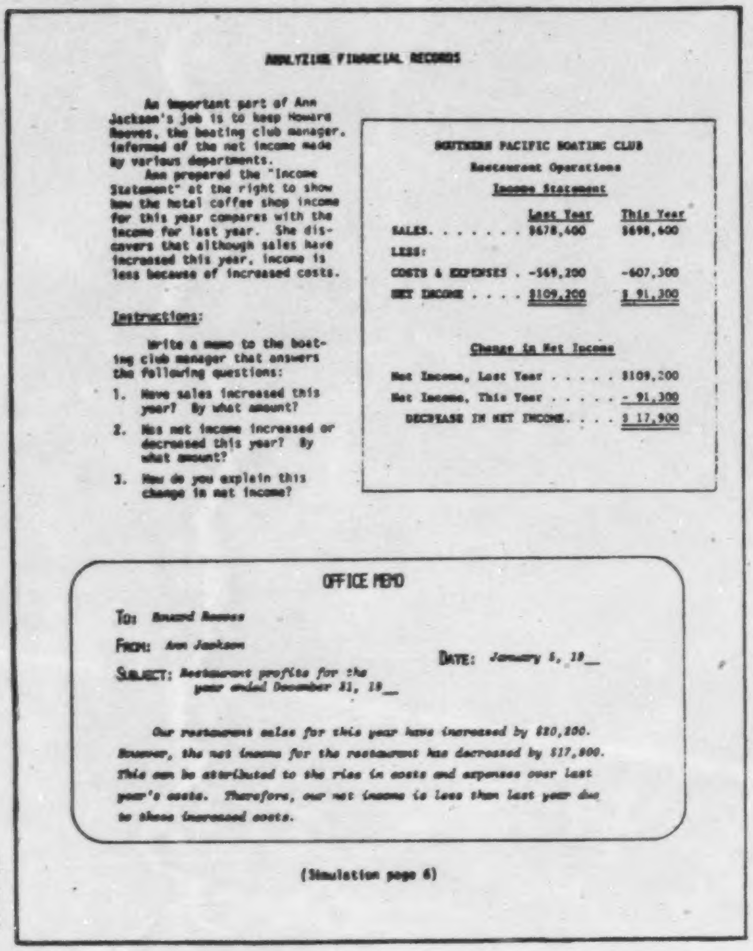
Optional Discussion Topics

- Costs and expenses increased greatly during the past year. Ask students to name the types of costs and expenses that they think might have increased.

  (Examples: food, wages, electricity, linen, silverware, dishes, etc.)

  Ask students whether they think they would enjoy working with figures, trying to analyze costs and income.

- Ask students whether they know anyone who operates a restaurant. If they do, ask them to try to find out who keeps the financial records for the restaurant. Point out that in some small restaurants and in other small businesses the owner often keeps his own financial records; that is, he is his own accountant. Larger businesses, on the other hand, generally have a full- or part-time accountant.



ANALYZING FINANCIAL RECORDS

An important part of Ann Jackson's job is to keep Howard Reeves, the boating club manager, informed of the net income made by various departments.

Ann prepared the "Income Statement" at the right to show how the hotel coffee shop income for this year compares with the income for last year. She discovers that although sales have increased this year, income is less because of increased costs.

Instructions:

Write a memo to the boating club manager that answers the following questions:

1. Have sales increased this year? By what amount?
2. Has net income increased or decreased this year? By what amount?
3. How do you explain this change in net income?

SOUTHERN PACIFIC BOATING CLUB

Restaurant Operations

Income Statement

	Last Year	This Year
SALES.	$678,400	$698,600
LESS:		
COSTS & EXPENSES .	-569,200	-607,300
NET INCOME	$109,200	$ 91,300

Change in Net Income

Net Income, Last Year	$109,200
Net Income, This Year	- 91,300
DECREASE IN NET INCOME. . . .	$ 17,900

OFFICE MEMO

To: *Howard Reeves*

From: *Ann Jackson*

Date: *January 5, 19__*

Subject: *Restaurant profits for the year ended December 31, 19__*

Our restaurant sales for this year have increased by $20,200. However, the net income for the restaurant has decreased by $17,900. This can be attributed to the rise in costs and expenses over last year's costs. Therefore, our net income is less than last year due to these increased costs.

(Simulation page 6)

Simulation page 7

Check:

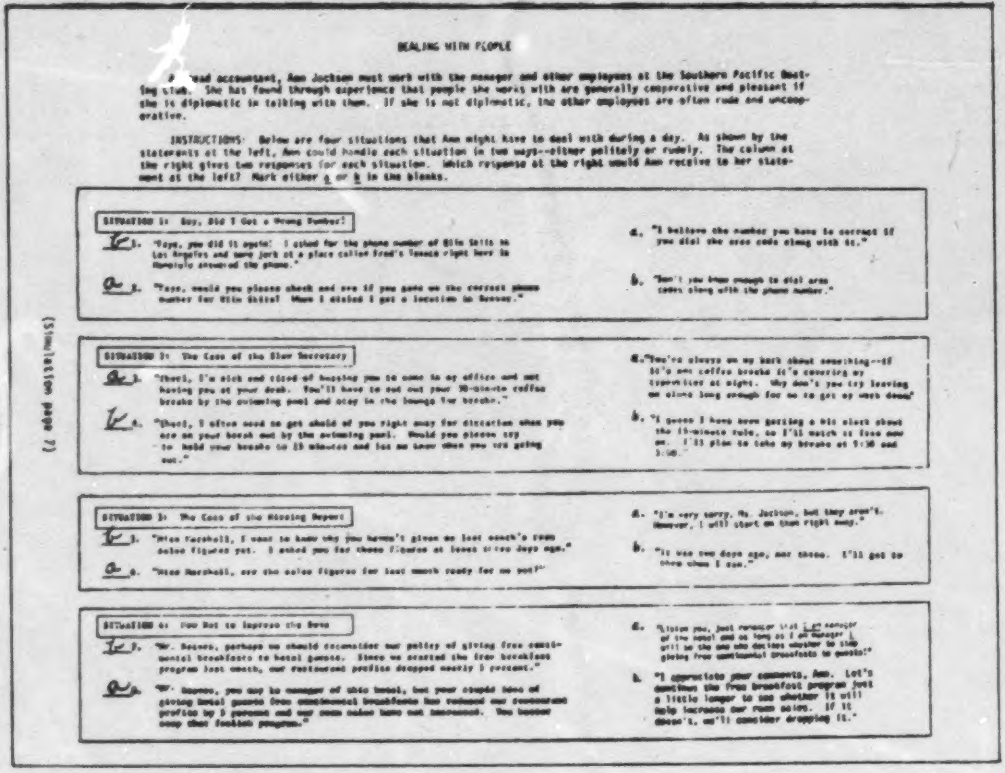
The correct answers are listed on the illustration at the bottom of this page.

Discuss each situation with students, developing the idea that a positive approach is usually the best way to deal with others. We can rarely get others to do what we want by showing sarcasm and anger.

Optional Discussion Topics

. Have students tell the type of response they think each of the statements shown at the right would likely elicit in turn. Ask students to think of times they have become angry because of how someone spoke to them rather than because of what was said.

. Have students break into groups of 4-5 and ask each group to write a short skit to bring out the points you have discussed in class concerning dealing with people.



DEALING WITH PEOPLE

As head accountant, Ann Jackson must work with the manager and other employees at the Southern Pacific Boating Club. She has found through experience that people she works with are generally cooperative and pleasant if she is diplomatic in talking with them. If she is not diplomatic, the other employees are often rude and uncooperative.

INSTRUCTIONS: Below are four situations that Ann might have to deal with during a day. As shown by the statements at the left, Ann could handle each situation in two ways--either politely or rudely. The column at the right gives two responses for each situation. Which response at the right would Ann receive to her statement at the left? Mark either a or b in the blanks.

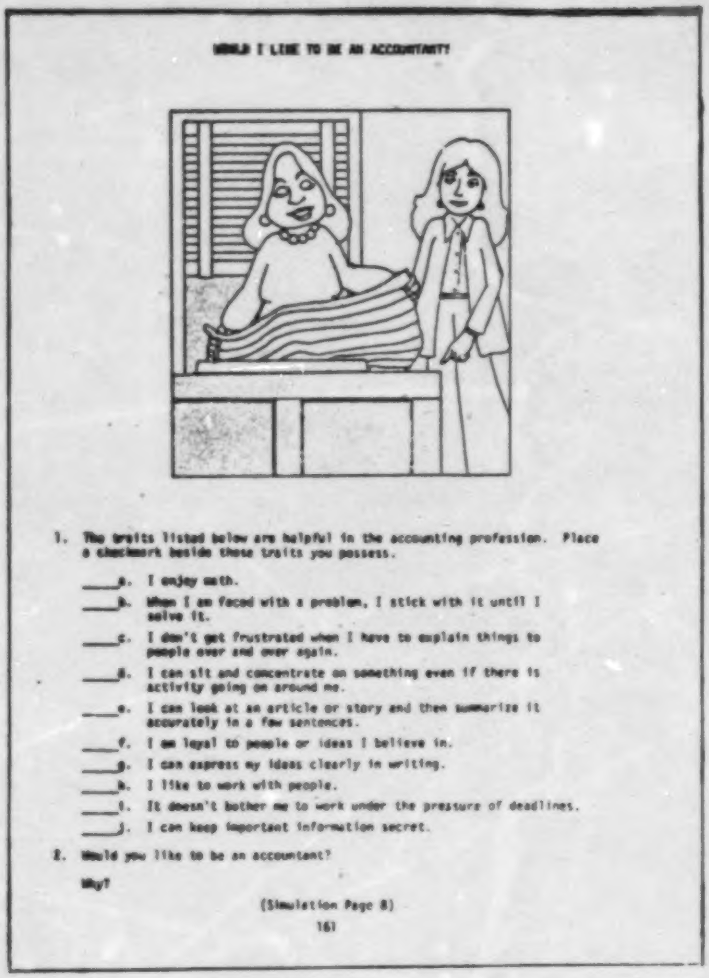
(Simulation page 7)

Simulation page 8

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE TO BE AN ACCOUNTANT?

1. The traits listed below are helpful in the accounting profession. Place a checkmark beside those traits you possess.

____a. I enjoy math.
____b. When I am faced with a problem, I stick with it until I solve it.
____c. I don't get frustrated when I have to explain things to people over and over again.
____d. I can sit and concentrate on something even if there is activity going on around me.
____e. I can look at an article or story and then summarize it accurately in a few sentences.
____f. I am loyal to people or ideas I believe in.
____g. I can express my ideas clearly in writing.
____h. I like to work with people.
____i. It doesn't bother me to work under the pressure of deadlines.
____j. I can keep important information secret.

2. Would you like to be an accountant?

Why?

(Simulation Page 8)

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BACKGROUND INFORMATION ON ACCOUNTANTS

Accountants work with business records and prepare financial reports. The three major fields of employment for an accountant are public, private and government.

Public: Independent accountants who work on a fee basis for any business or individual wishing to use their services.

Tasks:
- . Preparing income tax returns
- . Auditing internal accounting procedures
- . Consulting on budgeting and control systems

Private: Industrial or management accountants who handle financial records for particular business firms for which they work on a salary basis.

Tasks:
- . Planning and directing accounting systems
- . Examining financial systems
- . Preparing financial reports
- . May serve in executive capacity such as controller, treasurer, etc.

Government: Accountants who work as agents for the Internal Revenue Service, as bank examiners employed by the government, or as general accountants in a governmental agency.

Tasks:
- . Develop accounting systems for government agencies
- . Auditing financial records of government agencies
- . Auditing records of private firms subject to government regulation.

Capabilities & Skills Required:

Training in accounting from a four-year college, junior college, business or correspondence school is required. A four-year degree, with specialization in accounting, is especially necessary for public accounting. Passing an examination and fulfilling state requirements is necessary to be a CPA (Certified Public Accountant). Accountants also often need a Master's degree or specialized study in data processing.

Accountants must enjoy working with numbers and doing detailed work. They need to be able to communicate well, both verbally and in writing. Being loyal and being able to keep a confidence is important due to their knowledge of much private financial information. Accountants must be able to work under pressure because of the many deadlines imposed by the government and other agencies in matters concerning financial reporting.

UNIT 9

A Day As An Accountant For The Southern Pacific Boating Club

Ann Jackson is the head accountant at a boating club located in Honolulu, Hawaii. Today you will be taking over Ann's work because she is out of town on a speaking engagement.

Like many accountants, Ann's job involves much more than sitting at a desk working with numbers. She must be able to write about the financial records she works with in clear, easily understandable language. She is responsible for keeping hotel employees informed on financial matters that pertain to them.

Some duties you will encounter as you take over Ann's work are . . .

1. FIND GROSS INCOME

2. COMPUTE TOTAL EXPENSES

3. FIND NET INCOME

4. ANALYZE FINANCIAL RECORDS

5. DEAL WITH PEOPLE

(Simulation Page 1)

FINDING THE GROSS INCOME OF A BOATING CLUB

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SOUTHERN PACIFIC BOATING CLUB

Gross Income from Fees and Operations

For Year Ending December 31, 19___

	Membership Fees	Operations
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		
Total	$	$
Gross Income From Fees And Operations		$

(Simulation Page 2)

COMPUTER PRINTOUT

SOUTHERN PACIFIC BOATING CLUB
INCOME STATEMENT FOR THE YEAR ENDING DECEMBER 31, 197-

MONTH	DEPARTMENT	AMOUNT
01	001	94,500.00
01	002	1,540.00
02	001	85,500.00
02	002	1,603.00
03	001	90,900.00
03	002	1,405.00
04	001	91,800.00
04	002	2,310.00
05	001	87,300.00
05	002	2,811.00
06	001	90,000.00
06	002	3,900.50
07	001	95,400.00
07	002	4,800.00
08	001	93,600.00
08	002	4,790.50
09	001	81,000.00
09	002	2,910.00
10	001	91,800.00
10	002	2,400.00
11	001	92,700.00
11	002	1,700.00
12	001	85,500.00
12	002	859.00

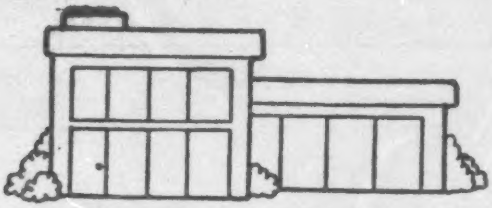
IMPORTANT

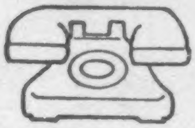
Read Month column: 01 - January; 02 - February; 03 - March, etc.
Department column: 001 - Membership fees income; 002 - Operations income.

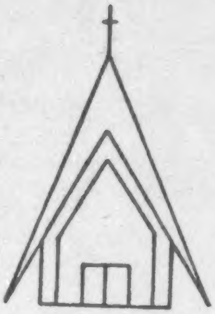
(Simulation Page 3)

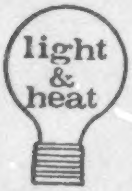
FINDING THE TOTAL EXPENSES OF A BOATING CLUB

The Southern Pacific Boating Club had the following expenses last year. As an accountant for a day, find the total.


MORTGAGE $196,500.00






light
&
heat
$3,800.75

EXPENSE REPORT

Automobile Expense $______

Contributions ______

Depreciation Expense ______

Insurance ______

Light & Heat ______

Mortgage ______

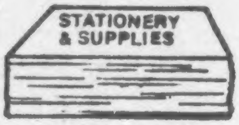
Salaries ______

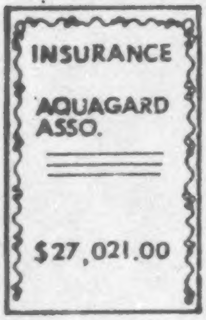
Social Security Taxes ______

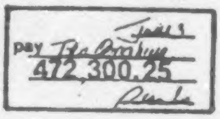
Stationery & Supplies ______

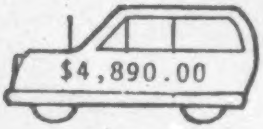
Telephone ______

TOTAL EXPENSES $______


STATIONERY & SUPPLIES
$6,000.00

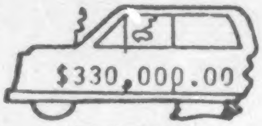

INSURANCE
AQUAGARD ASSO.
$27,021.00


SALARIES
pay
472,300.25


$4,890.00
AUTO EXPENSE

TAX BILL

$26,100.00


$330,000.00
DEPRECIATION

FINDING NET INCOME

When part of the gross income of a business is used to pay expenses, the amount that is left over is called the *net income*.

Task:

What was the gross income for the Boating Club?____________________

What were the total expenses?____________________________________

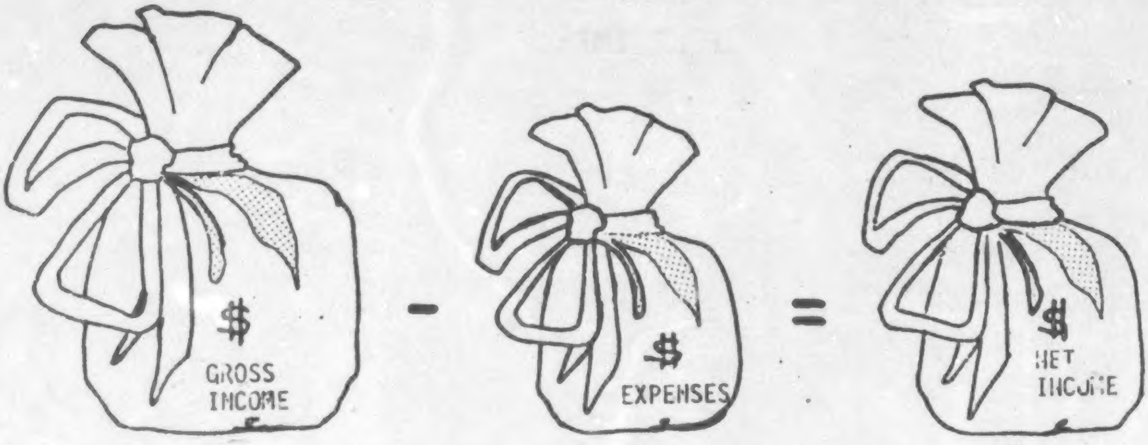
Enter these amounts on the statement below. Then, compute the net income by subtracting.

SOUTHERN PACIFIC BOATING CLUB

Income Statement

For Year Ending December 31, 19___

Gross Income	$_______________
Total Expenses	$_______________
NET INCOME	$_______________



(Simulation Page 5)

ANALYZING FINANCIAL RECORDS

An important part of Ann Jackson's job is to keep Howard Reeves, the boating club manager, informed of the net income made by various departments.

Ann prepared the "Income Statement" at the right to show how the hotel coffee shop income for this year compares with the income for last year. She discovers that although sales have increased this year, income is less because of increased costs.

Instructions:

Write a memo to the boating club manager that answers the following questions:

1. Have sales increased this year? By what amount?
2. Has net income increased or decreased this year? By what amount?
3. How do you explain this change in net income?

SOUTHERN PACIFIC BOATING CLUB

Restaurant Operations

Income Statement

	Last Year	This Year
SALES.	$678,400	$698,600
LESS:		
COSTS & EXPENSES .	-569,200	-607,300
NET INCOME	$109,200	$ 91,300

Change in Net Income

Net Income, Last Year	$109,200
Net Income, This Year	- 91,300
DECREASE IN NET INCOME. . . .	$ 17,900

OFFICE MEMO

To:

From:

Subject:

Date:

DEALING WITH PEOPLE

As head accountant, Ann Jackson must work with the manager and other employees at the Southern Pacific Boating Club. She has found through experience that people she works with are generally cooperative and pleasant if she is diplomatic in talking with them. If she is not diplomatic, the other employees are often rude and uncooperative.

INSTRUCTIONS: Below are four situations that Ann might have to deal with during a day. As shown by the statements at the left, Ann could handle each situation in two ways--either politely or rudely. The column at the right gives two responses for each situation. Which response at the right would Ann receive to her statement at the left? Mark either a or b in the blanks.

SITUATION 1: Boy, Did I Get a Wrong Number!

____1. "Faye, you did it again! I asked for the phone number of Olin Skiis in Los Angeles and some jerk at a place called Fred's Texaco right here in Honolulu answered the phone."

____2. "Faye, would you please check and see if you gave me the correct phone number for Olin Skiis? When I dialed I got a location in Denver."

a. "I believe the number you have is correct if you dial the area code along with it."

b. "Don't you know enough to dial area codes along with the phone number."

SITUATION 2: The Case of the Slow Secretary

____3. "Cheri, I'm sick and tired of buzzing you to come in my office and not having you at your desk. You'll have to cut out your 30-minute coffee breaks by the swimming pool and stay in the lounge for breaks."

____4. "Cheri, I often need to get ahold of you right away for dictation when you are on your break out by the swimming pool. Would you please try to hold your breaks to 15 minutes and let me know when you are going out."

a. "You're always on my back about something--if it's not coffee breaks it's covering my typewriter at night. Why don't you try leaving me alone long enough for me to get my work done."

b. "I guess I have been getting a bit slack about the 15-minute rule, so I'll watch it from now on. I'll plan to take my breaks at 9:30 and 3:00."

SITUATION 3: The Case of the Missing Report

____5. "Miss Marshall, I want to know why you haven't given me last month's room sales figures yet. I asked you for those figures at least three days ago."

____6. "Miss Marshall, are the sales figures for last month ready for me yet?"

a. "I'm very sorry, Ms. Jackson, but they aren't. However, I will start on them right away."

b. "It was two days ago, not three. I'll get to them when I can."

SITUATION 4: How Not to Impress the Boss

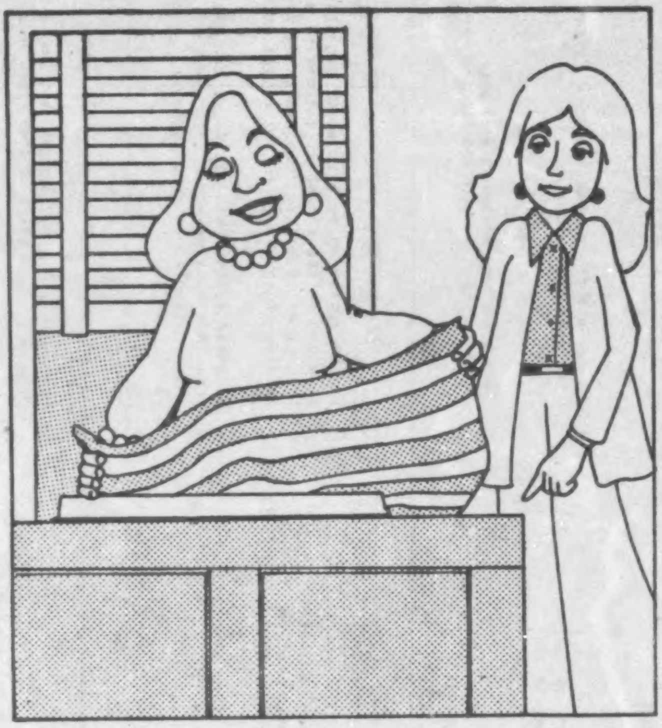
____7. "Mr. Reeves, perhaps we should reconsider our policy of giving free continental breakfasts to hotel guests. Since we started the free breakfast program last month, our restaurant profits dropped nearly 5 percent."

____8. "Mr. Reeves, you may be manager of this hotel, but your stupid idea of giving hotel guests free continental breakfasts has reduced our restaurant profits by 5 percent and our room sales have not increased. You better stop that foolish program."

a. "Listen you, just remember that I am manager of the hotel and as long as I am manager I will be the one who decides whether to stop giving free continental breakfasts to guests!"

b. "I appreciate your comments, Ann. Let's continue the free breakfast program just a little longer to see whether it will help increase our room sales. If it doesn't, we'll consider dropping it."

WOULD I LIKE TO BE AN ACCOUNTANT?



1. The traits listed below are helpful in the accounting profession. Place a checkmark beside those traits you possess.

_____a. I enjoy math.

_____b. When I am faced with a problem, I stick with it until I solve it.

_____c. I don't get frustrated when I have to explain things to people over and over again.

_____d. I can sit and concentrate on something even if there is activity going on around me.

_____e. I can look at an article or story and then summarize it accurately in a few sentences.

_____f. I am loyal to people or ideas I believe in.

_____g. I can express my ideas clearly in writing.

_____h. I like to work with people.

_____i. It doesn't bother me to work under the pressure of deadlines.

_____j. I can keep important information secret.

2. Would you like to be an accountant?

Why?

(Simulation Page 8)

UNIT 10

WORKING AS A PAYROLL ACCOUNTANT

FOR A TRANSPORTATION COMPANY

PURPOSE:

This unit introduces the student to payroll accounting in the airline industry and to payroll regulations as the result of union contracts.

The transportation industry includes movement of people and goods by train, aircraft bus, or truck. Certain goods are transported by pipeline.

MAJOR ACTIVITIES:

The activities in this unit include: Reading and explaining time cards, computing total hours worked and reporting if union regulations are being followed, computing gross pay, and "Is This Job For Me?"

Before Class Begins:

1. Duplicate and assemble enough copies of the student simulation packet to provide each student with a set.
2. Read the "General Information About Payroll Accounting and Recordkeeping," on page 172.

During Class:

1. Distribute the simulation packets and discuss Activities 1 and 2. Then assign all four activities.
2. Read through the teacher's section, including the keys.
3. Check all of the work with students.
4. Allow sufficient time for students to discuss Activity 4, "Is This Job For Me?"

OPTIONAL ACTIVITIES:

1 Class Survey: Have students bring in the following information about someone they know who is employed:

Type of Industry ______________________________
Job Title ______________________________
Union Member? ☐ Yes ☐ No
Rate of pay, if on an hourly basis: $__________
If on a salary basis, is the employee paid:
☐ Weekly? ☐ Monthly? ☐ Semi-Monthly?

NOTE: Students need not be asked for the name of the employee or for any other personal information.

When most of your students have the information, have them construct a chart of all hourly-paid persons by job title, the rate of pay for each job title, and gross wages for a 40-hour work week.

2 Payroll Game:* While participating in this game, your students will have to follow instructions and work as members of a team as they compute gross wages for five "employees."

There are three major steps:

a. Before class:
   (1) Duplicate six copies of each of the Optional Activity Sheets (Interoffice Memorandum and Payroll Sheet) which are shown on pages 179-180.
   (2) Arrange chairs and tables to accommodate six groups of six members each.
   (3) Obtain an overhead or an opaque projector.

b. Tell students how the game will work:
   (1) The class will be divided into teams of six members each.
   (2) One member from each team will be selected as supervisor.
   (3) The supervisor will sit at the front of his team and will be given one copy of each Optional Activity Sheet.

---

*Adapted from BUOST, pages 157-161.

2 Payroll Game: (Continued)

b. (4) When the teacher (chief accountant) gives a signal, the supervisor will read the memorandum to his or her team and then pass the payroll sheet to the first team member. When this member completes the first task according to instructions, he/she will pass the sheet to the next member.
   (5) The last member of each team will return the completed payroll sheet to the supervisor who will check the calculations and submit the sheet to the chief accountant.

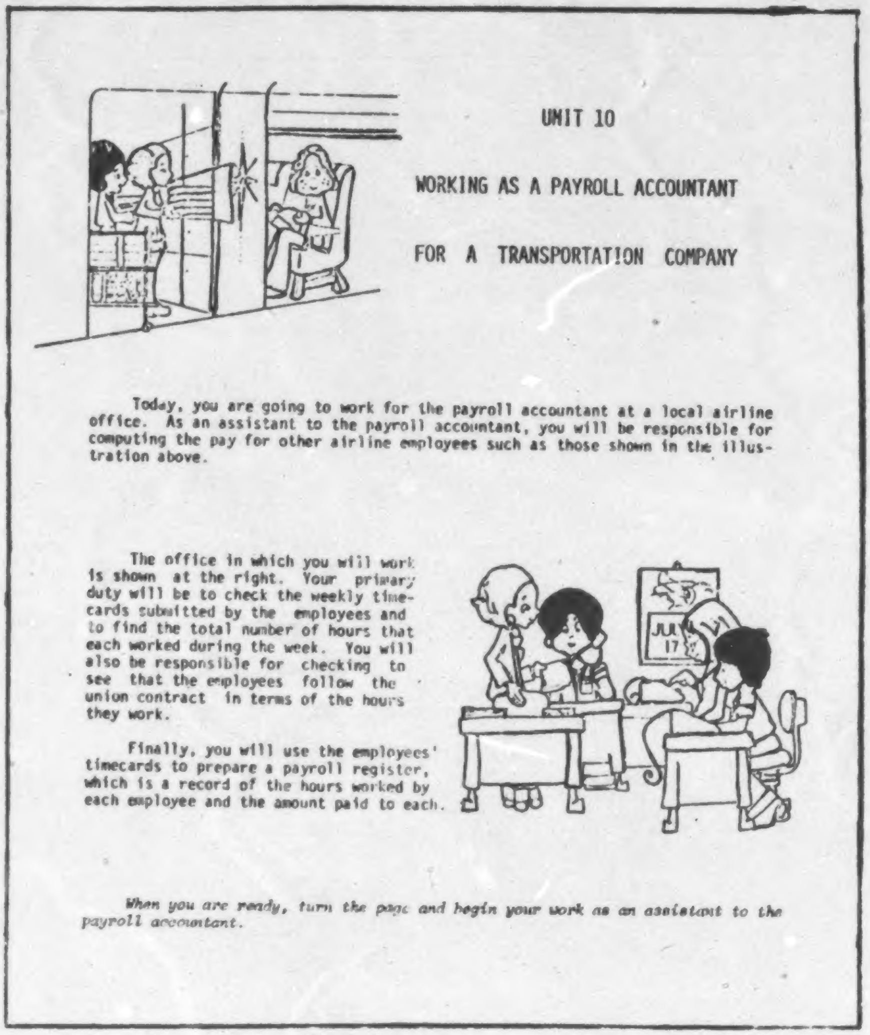
c. Start the game:
   (1) Tell students: "I am the chief accountant, and at 4:15 p.m., I have rushed into your office and handed your supervisor a payroll sheet that must be completed by 5 p.m.
   (2) Give a memorandum and payroll sheet to each supervisor and signal them to begin.
   (3) Number completed payroll sheets as they are turned in to you.
   (4) On a separate sheet of paper, compute each team's score, then return the payroll sheets to the appropriate supervisors.
   (5) Call supervisors' attention to the scoring instructions on the lower half of the memorandum sheet, then ask them to go to the chalkboard and compute their teams' scores.
   (6) From a team's score, deduct five points for every error on the payroll sheet that the supervisor doesn't find.
   (7) Use the overhead or opaque projector to review the calculations.
   (8) Commend the team that earns the highest score.

As a follow-up to this activity, you may want to have your students discuss the importance of following instructions, the role of a supervisor, and the importance of cooperation when working as a member of a team.

KEY - UNIT 10

WORKING AS A PAYROLL ACCOUNTANT FOR A TRANSPURTATION COMPANY

Introductory Page of Student Packet:



UNIT 10

WORKING AS A PAYROLL ACCOUNTANT

FOR A TRANSPORTATION COMPANY

Today, you are going to work for the payroll accountant at a local airline office. As an assistant to the payroll accountant, you will be responsible for computing the pay for other airline employees such as those shown in the illustration above.

The office in which you will work is shown at the right. Your primary duty will be to check the weekly timecards submitted by the employees and to find the total number of hours that each worked during the week. You will also be responsible for checking to see that the employees follow the union contract in terms of the hours they work.

Finally, you will use the employees' timecards to prepare a payroll register, which is a record of the hours worked by each employee and the amount paid to each.

When you are ready, turn the page and begin your work as an assistant to the payroll accountant.

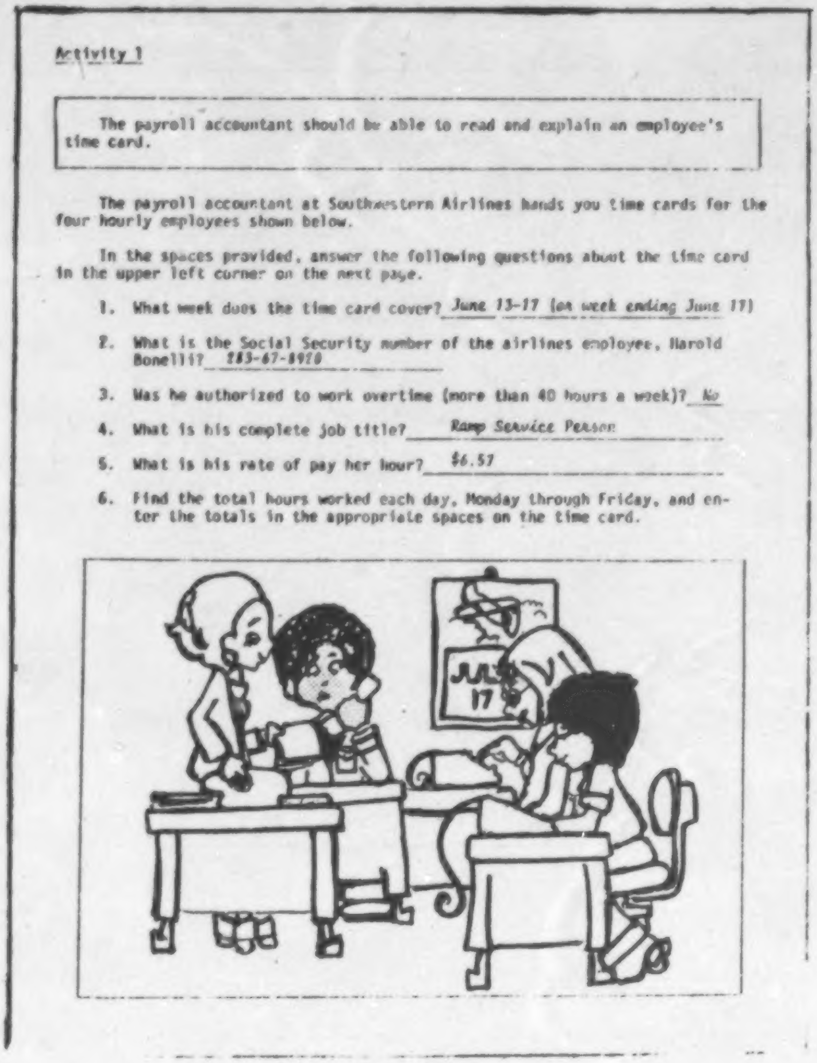
As you discuss the information on this page with your students, share with them some of the contents of "General Information About the Payroll Accounting Profession." (Please refer to page 172.)

If some of your students are acquainted with people who are payroll accountants, payroll clerks, or general accountants, ask them to describe some of the tasks performed by these people and to tell in what types of organizations they work.

KEY - UNIT 10

HOW A PAYROLL ACCOUNTANT READS AND EXPLAINS TIME CARDS

Activity 1:



Activity 1

The payroll accountant should be able to read and explain an employee's time card.

The payroll accountant at Southwestern Airlines hands you time cards for the four hourly employees shown below.

In the spaces provided, answer the following questions about the time card in the upper left corner on the next page.

1. What week does the time card cover? June 13-17 (or week ending June 17)
2. What is the Social Security number of the airlines employee, Harold Bonelli? 283-67-8970
3. Was he authorized to work overtime (more than 40 hours a week)? No
4. What is his complete job title? Ramp Service Person
5. What is his rate of pay her hour? $6.57
6. Find the total hours worked each day, Monday through Friday, and enter the totals in the appropriate spaces on the time card.

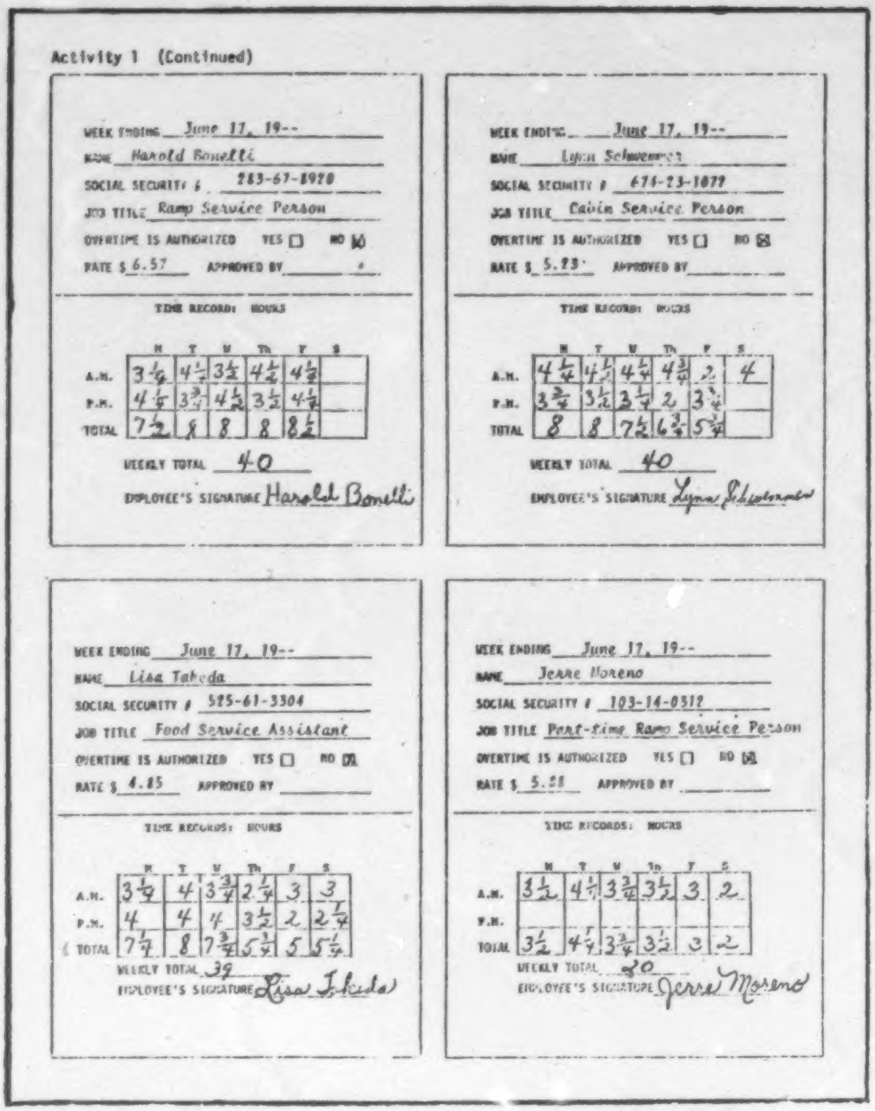
This activity teaches the students some important information about time cards or time slips that are filled out by employees themselves.

Explain to the students that a ramp service person is one who helps load and unload mail pouches, packages, air freight, and baggage on a commercial or another kind of airliner. Note that the term person indicates that the jobs are open to men and women.

KEY - UNIT 10

HOW A PAYROLL ACCOUNTANT READS AND EXPLAINS TIME CARDS

Activity 1: (Continued)



Activity 1 (Continued)

WEEK ENDING June 17, 19--
NAME Harold Bonelli
SOCIAL SECURITY # 283-67-8920
JOB TITLE Ramp Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 6.57 APPROVED BY

TIME RECORD: HOURS

	M	T	W	Th	F	S
A.M.	3 1/4	4 1/4	3 1/2	4 1/2	4 1/4	
P.M.	4 1/4	3 3/4	4 1/2	3 1/2	4 1/4	
TOTAL	7 1/2	8	8	8	8 1/2	

WEEKLY TOTAL 40
EMPLOYEE'S SIGNATURE Harold Bonelli

WEEK ENDING June 17, 19--
NAME Lynn Schwenner
SOCIAL SECURITY # 674-23-1077
JOB TITLE Cabin Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 5.23 APPROVED BY

TIME RECORD: HOURS

	M	T	W	Th	F	S
A.M.	4 1/4	4 1/2	4 1/4	4 3/4	2	4
P.M.	3 3/4	3 1/2	3 1/4	2	3 3/4	
TOTAL	8	8	7 1/2	6 3/4	5 3/4	

WEEKLY TOTAL 40
EMPLOYEE'S SIGNATURE Lynn Schwenner

WEEK ENDING June 17, 19--
NAME Lisa Takeda
SOCIAL SECURITY # 585-61-3304
JOB TITLE Food Service Assistant
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 4.85 APPROVED BY

TIME RECORDS: HOURS

	M	T	W	Th	F	S
A.M.	3 1/4	4	3 3/4	2 1/4	3	3
P.M.	4	4	4	3 1/2	2	2 1/4
TOTAL	7 1/4	8	7 3/4	5 3/4	5	5 1/4

WEEKLY TOTAL 39
EMPLOYEE'S SIGNATURE Lisa Takeda

WEEK ENDING June 17, 19--
NAME Jerre Moreno
SOCIAL SECURITY # 103-14-0317
JOB TITLE Part-time Ramp Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 5.28 APPROVED BY

TIME RECORDS: HOURS

	M	T	W	Th	F	S
A.M.	3 1/2	4 1/4	3 3/4	3 1/2	3	2
P.M.						
TOTAL	3 1/2	4 1/4	3 3/4	3 1/2	3	2

WEEKLY TOTAL 20
EMPLOYEE'S SIGNATURE Jerre Moreno

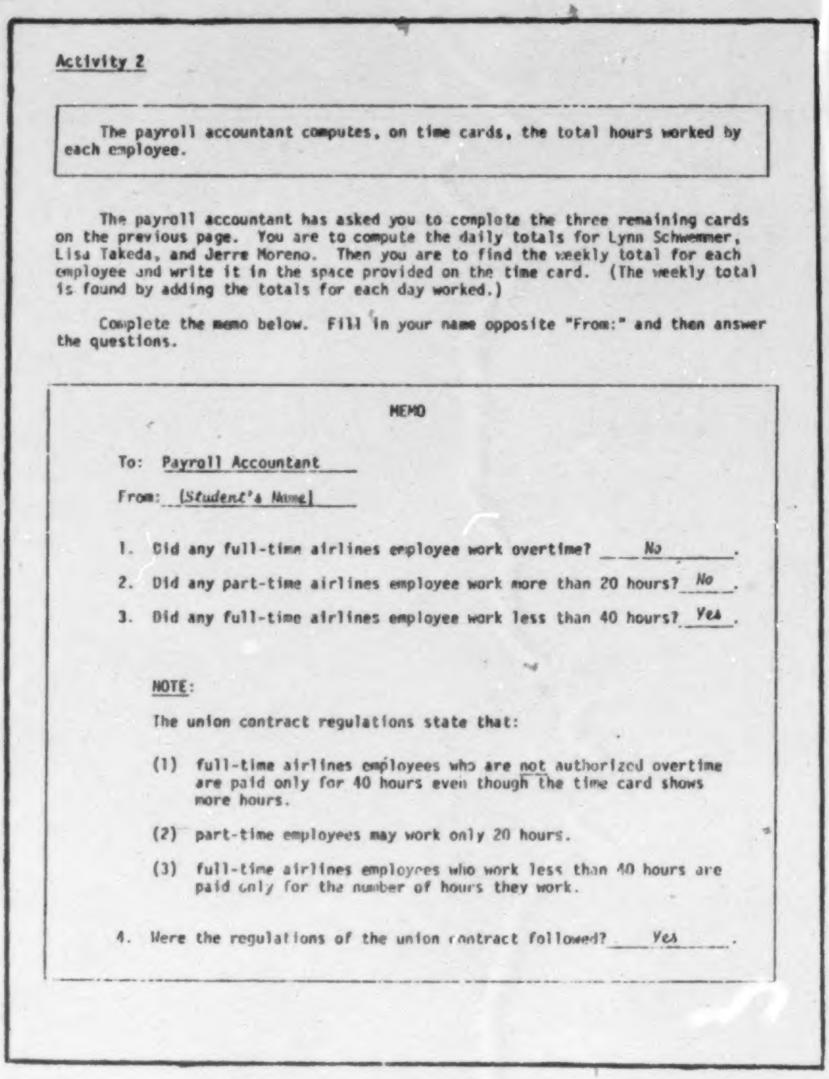
As required by Activity 2, the remainder of the time cards are totaled for daily and weekly hours.

Have students note that each time card is signed by the employee.

Tell the students that the part-time ramp service person is permitted to work only 20 hours a week.

HOW A PAYROLL ACCOUNTANT COMPUTES THE TOTAL HOURS WORKED

Activity 2:



Activity 2

The payroll accountant computes, on time cards, the total hours worked by each employee.

The payroll accountant has asked you to complete the three remaining cards on the previous page. You are to compute the daily totals for Lynn Schwemmer, Lisa Takeda, and Jerre Moreno. Then you are to find the weekly total for each employee and write it in the space provided on the time card. (The weekly total is found by adding the totals for each day worked.)

Complete the memo below. Fill in your name opposite "From:" and then answer the questions.

MEMO

To: Payroll Accountant

From: *[Student's Name]*

1. Did any full-time airlines employee work overtime? *No*.
2. Did any part-time airlines employee work more than 20 hours? *No*.
3. Did any full-time airlines employee work less than 40 hours? *Yes*.

NOTE:

The union contract regulations state that:

(1) full-time airlines employees who are not authorized overtime are paid only for 40 hours even though the time card shows more hours.

(2) part-time employees may work only 20 hours.

(3) full-time airlines employees who work less than 40 hours are paid only for the number of hours they work.

4. Were the regulations of the union contract followed? *Yes*.

The answers to problems required in the first two paragraphs are on the previous page.

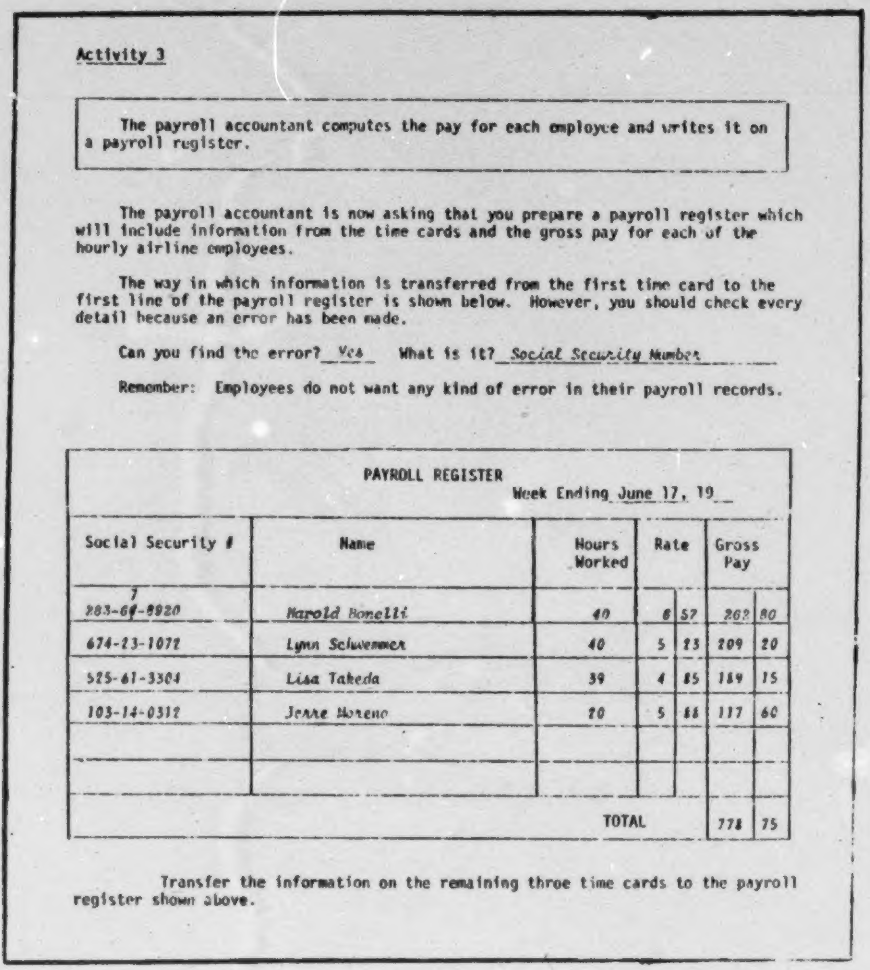
Have students carefully read and fill in the MEMO. Each student should write his/her name after "From:"

Lead a short discussion on union contract regulations.

KEY - UNIT 10

HOW A PAYROLL ACCOUNTANT COMPUTES THE PAY

Activity 3:



Activity 3

The payroll accountant computes the pay for each employee and writes it on a payroll register.

The payroll accountant is now asking that you prepare a payroll register which will include information from the time cards and the gross pay for each of the hourly airline employees.

The way in which information is transferred from the first time card to the first line of the payroll register is shown below. However, you should check every detail because an error has been made.

Can you find the error? *Yes* What is it? *Social Security Number*

Remember: Employees do not want any kind of error in their payroll records.

PAYROLL REGISTER
Week Ending June 17, 19__

Social Security #	Name	Hours Worked	Rate		Gross Pay	
7 283-6~~0~~-8920	*Harold Bonelli*	40	6	57	262	80
674-23-1072	*Lynn Schwemmer*	40	5	23	209	20
525-61-3304	*Lisa Takeda*	39	4	85	189	15
103-14-0312	*Jerre Moreno*	20	5	88	117	60
			TOTAL		778	75

Transfer the information on the remaining three time cards to the payroll register shown above.

Have students check every detail on the first line of the payroll register. They should first note the error in the social security number.

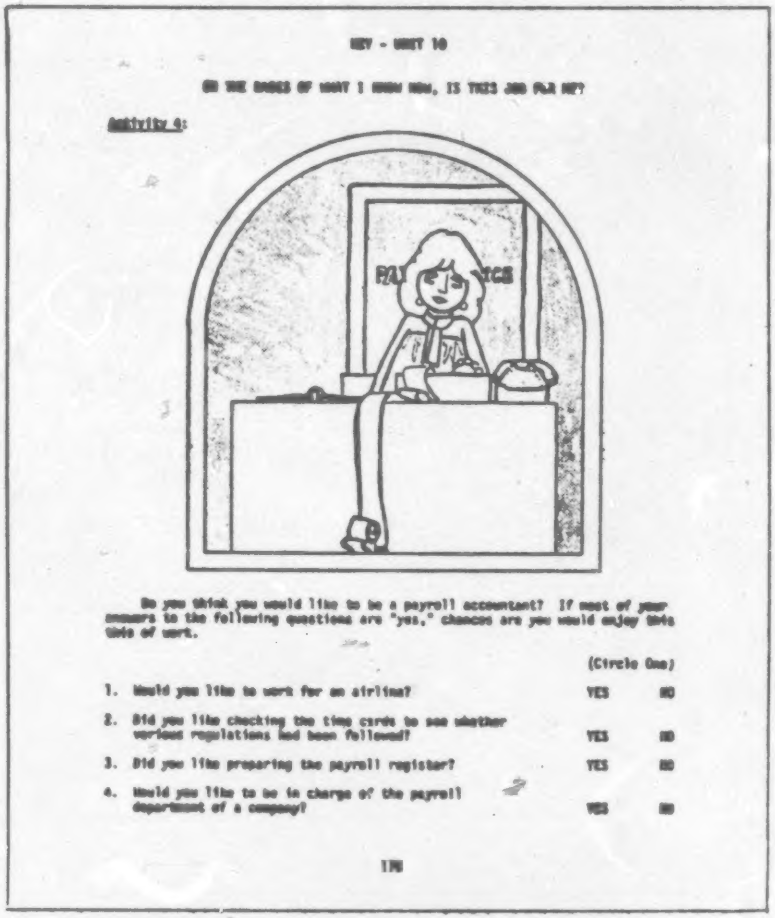
Then, they should check the gross pay of $262.80 by multiplying $6.57 by 40.

The remainder of the payroll register should be completed as shown above.

KEY - UNIT 10

ON THE BASIS OF WHAT I KNOW NOW, IS THIS JOB FOR ME?

Activity 4:



KEY - UNIT 10

ON THE BASIS OF WHAT I KNOW NOW, IS THIS JOB FOR ME?

Activity 4:

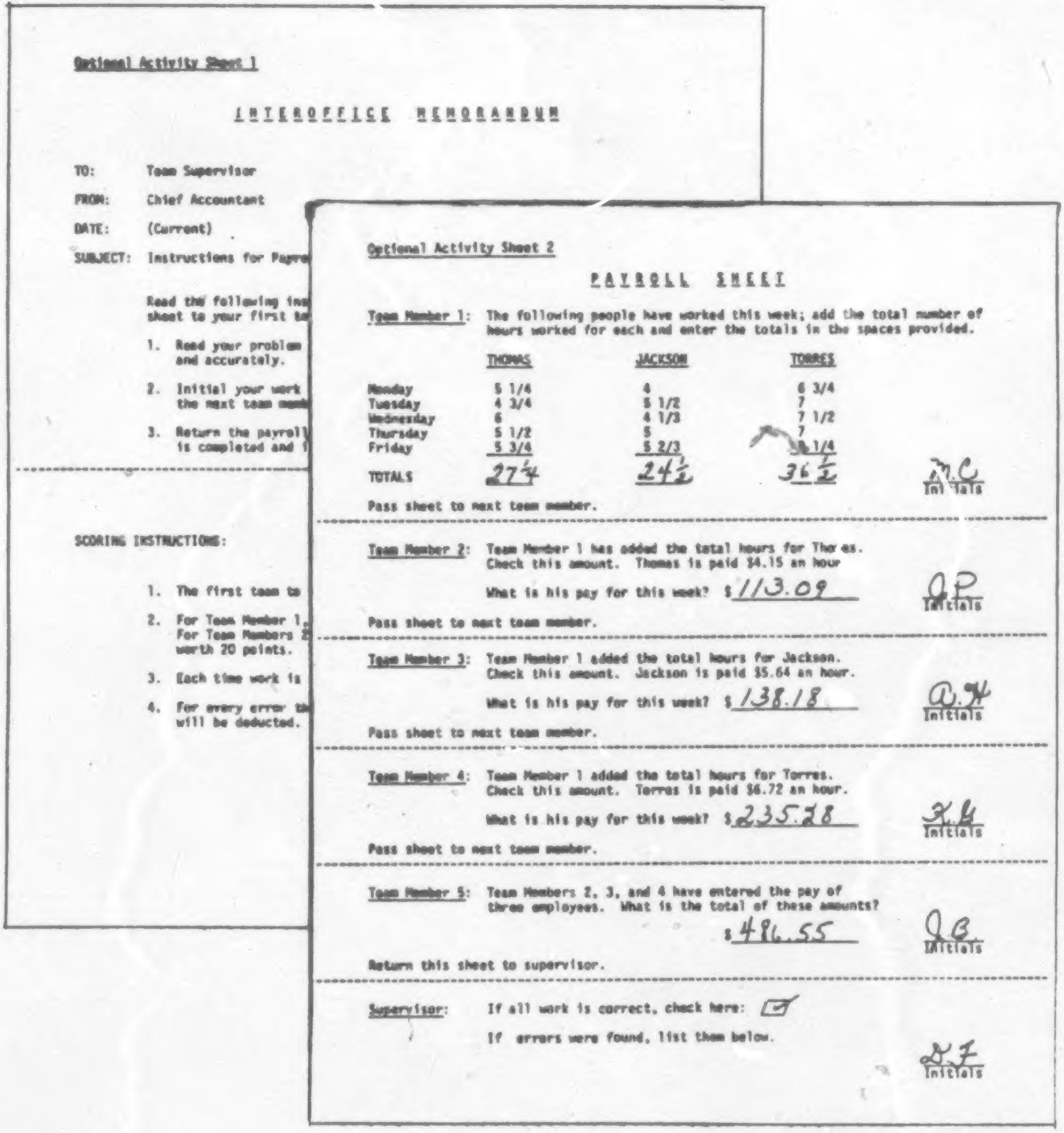
Do you think you would like to be a payroll accountant? If most of your answers to the following questions are "yes," chances are you would enjoy this kind of work.

	(Circle One)	
1. Would you like to work for an airline?	YES	NO
2. Did you like checking the time cards to see whether various regulations had been followed?	YES	NO
3. Did you like preparing the payroll register?	YES	NO
4. Would you like to be in charge of the payroll department of a company?	YES	NO

Answers to this activity will naturally vary as students explore their interests.

KEY - UNIT 10

Optional Activity: Payroll Project



Optional Activity Sheet 1

INTEROFFICE MEMORANDUM

TO: Team Supervisor
FROM: Chief Accountant
DATE: (Current)
SUBJECT: Instructions for Payro

Read the following ins
sheet to your first te

1. Read your problem
   and accurately.
2. Initial your work
   the next team memb
3. Return the payroll
   is completed and f

SCORING INSTRUCTIONS:

1. The first team to
2. For Team Member 1,
   For Team Members 2
   worth 20 points.
3. Each time work is
4. For every error th
   will be deducted.

Optional Activity Sheet 2

PAYROLL SHEET

Team Member 1: The following people have worked this week; add the total number of hours worked for each and enter the totals in the spaces provided.

	THOMAS	JACKSON	TORRES
Monday	5 1/4	4	6 3/4
Tuesday	4 3/4	5 1/2	7
Wednesday	6	4 1/3	7 1/2
Thursday	5 1/2	5	7
Friday	5 3/4	5 2/3	[illegible] 1/4
TOTALS	27 1/4	24 1/2	36 1/2

M.C
Initials

Pass sheet to next team member.

Team Member 2: Team Member 1 has added the total hours for Thomas. Check this amount. Thomas is paid $4.15 an hour

What is his pay for this week? $113.09

A.P.
Initials

Pass sheet to next team member.

Team Member 3: Team Member 1 added the total hours for Jackson. Check this amount. Jackson is paid $5.64 an hour.

What is his pay for this week? $138.18

Initials

Pass sheet to next team member.

Team Member 4: Team Member 1 added the total hours for Torres. Check this amount. Torres is paid $6.72 an hour.

What is his pay for this week? $235.28

Initials

Pass sheet to next team member.

Team Member 5: Team Members 2, 3, and 4 have entered the pay of three employees. What is the total of these amounts?

$486.55

J.B.
Initials

Return this sheet to supervisor.

Supervisor: If all work is correct, check here: ☑

If errors were found, list them below.

D.F.
Initials

The answers to the problems on the payroll sheet are printed on the key shown above.

As a follow-up to this activity, have students discuss the importance of cooperating as a team and the importance of accuracy when working with payroll reports.

GENERAL INFORMATION ABOUT THE PAYROLL ACCOUNTING PROFESSION

The payroll accounting department of a business or an industry may employ a large number of persons such as time clerks, payroll clerks, an assistant payroll accountant, and a head payroll accountant.

This department computes time worked, gross pay, deductions, and net pay. It also computes the amount of such deductions as social security tax and federal and state income taxes. The department is involved in a number of interesting aspects of a business or industry, which include administering wages so that good workers are fairly and properly paid and reporting whether union contract regulations are being followed.

Payroll accounting also involves computing overtime. It may include other kinds of wages and salaries, such as weekly or monthly salaries for people employed as supervisors or administrators; also various types of piecework wages apply to employees who are paid by the number of items produced. It also includes preparing many state and federal reports.

The payroll accounting department provides a splendid opportunity for young people to enter the total accounting field. Preparation for payroll accounting work includes high school courses for beginners and college courses for those expecting to advance in the total general accounting field.

High school courses that specifically prepare for payroll accounting are business mathematics, bookkeeping, accounting, and office machines. College programs include one or two years devoted entirely to accounting and other business courses. Many young people take employment directly out of high school and continue their education in evening college programs, which has the advantage of combining experience with education.

Usually, payroll accounting people like to work with numbers, details of the work records of other employees, and reports to the management of the business or industry, as well as to the various state or federal governments.

UNIT 10

WORKING AS A PAYROLL ACCOUNTANT FOR A TRANSPORTATION COMPANY

Today, you are going to work for the payroll accountant at a local airline office. As an assistant to the payroll accountant, you will be responsible for computing the pay for other airline employees such as those shown in the illustration above.

The office in which you will work is shown at the right. Your primary duty will be to check the weekly timecards submitted by the employees and to find the total number of hours that each worked during the week. You will also be responsible for checking to see that the employees follow the union contract in terms of the hours they work.

Finally, you will use the employees' timecards to prepare a payroll register, which is a record of the hours worked by each employee and the amount paid to each.

When you are ready, turn the page and begin your work as an assistant to the payroll accountant.

Activity 1

The payroll accountant should be able to read and explain an employee's time card.

The payroll accountant at Southwestern Airlines hands you time cards for the four hourly employees shown below.

In the spaces provided, answer the following questions about the time card in the upper left corner on the next page.

1. What week does the time card cover?______________________________
2. What is the Social Security number of the airlines employee, Harold Bonelli?_________________________
3. Was he authorized to work overtime (more than 40 hours a week)?____
4. What is his complete job title?_________________________________
5. What is his rate of pay her hour?_______________________________
6. Find the total hours worked each day, Monday through Friday, and enter the totals in the appropriate spaces on the time card.

Activity 1 (Continued)

WEEK ENDING June 17, 19--
NAME Harold Bonelli
SOCIAL SECURITY # 283-67-8920
JOB TITLE Ramp Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 6.57 APPROVED BY

TIME RECORD: HOURS

	M	T	W	Th	F	S
A.M.	3¼	4¼	3½	4½	4½	
P.M.	4¼	3¾	4½	3½	4½	
TOTAL						

WEEKLY TOTAL
EMPLOYEE'S SIGNATURE Harold Bonelli

WEEK ENDING June 17, 19--
NAME Lynn Schwemmer
SOCIAL SECURITY # 674-23-1072
JOB TITLE Cabin Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 5.23 APPROVED BY

TIME RECORD: HOURS

	M	T	W	Th	F	S
A.M.	4¼	4½	4¼	4¾	2	4
P.M.	3¾	3½	3¼	2	3¾	
TOTAL						

WEEKLY TOTAL
EMPLOYEE'S SIGNATURE Lynn Schwemmer

WEEK ENDING June 17, 19--
NAME Lisa Takeda
SOCIAL SECURITY # 525-61-3304
JOB TITLE Food Service Assistant
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 4.85 APPROVED BY

TIME RECORDS: HOURS

	M	T	W	Th	F	S
A.M.	3¼	4	3¾	2¼	3	3
P.M.	4	4	4	3½	2	2¼
TOTAL						

WEEKLY TOTAL
EMPLOYEE'S SIGNATURE Lisa Takeda

WEEK ENDING June 17, 19--
NAME Jerre Moreno
SOCIAL SECURITY # 103-14-0312
JOB TITLE Part-time Ramp Service Person
OVERTIME IS AUTHORIZED YES ☐ NO ☒
RATE $ 5.88 APPROVED BY

TIME RECORDS: HOURS

	M	T	W	Th	F	S
A.M.	3½	4¼	3¾	3½	3	2
P.M.						
TOTAL						

WEEKLY TOTAL
EMPLOYEE'S SIGNATURE Jerre Moreno

Activity 2

The payroll accountant computes, on time cards, the total hours worked by each employee.

The payroll accountant has asked you to complete the three remaining cards on the previous page. You are to compute the daily totals for Lynn Schwemmer, Lisa Takeda, and Jerre Moreno. Then you are to find the weekly total for each employee and write it in the space provided on the time card. (The weekly total is found by adding the totals for each day worked.)

Complete the memo below. Fill in your name opposite "From:" and then answer the questions.

MEMO

To: Payroll Accountant

From: ____________________

1. Did any full-time airlines employee work overtime? ______________.
2. Did any part-time airlines employee work more than 20 hours?_____.
3. Did any full-time airlines employee work less than 40 hours?_____.

NOTE:

The union contract regulations state that:

(1) full-time airlines employees who are not authorized overtime are paid only for 40 hours even though the time card shows more hours.

(2) part-time employees may work only 20 hours.

(3) full-time airlines employees who work less than 40 hours are paid only for the number of hours they work.

4. Were the regulations of the union contract followed?__________.

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Activity 3

The payroll accountant computes the pay for each employee and writes it on a payroll register.

The payroll accountant is now asking that you prepare a payroll register which will include information from the time cards and the gross pay for each of the hourly airline employees.

The way in which information is transferred from the first time card to the first line of the payroll register is shown below. However, you should check every detail because an error has been made.

Can you find the error?_____ What is it?______________________________

Remember: Employees do not want any kind of error in their payroll records.

PAYROLL REGISTER

Week Ending June 17, 19__

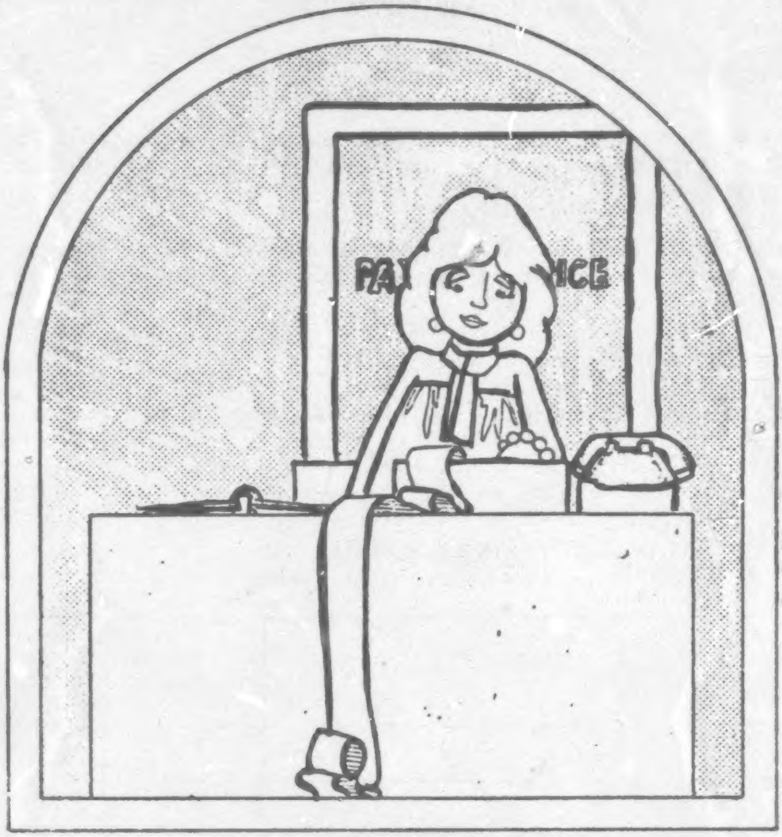
Social Security #	Name	Hours Worked	Rate		Gross Pay	
383-66-8920	*Harold Bonelli*	40	6	57	262	80
		TOTAL				

Transfer the information on the remaining three time cards to the payroll register shown above.

KEY - UNIT 10

ON THE BASIS OF WHAT I KNOW NOW, IS THIS JOB FOR ME?

Activity 4:



Do you think you would like to be a payroll accountant? If most of your answers to the following questions are "yes," chances are you would enjoy this this of work.

	(Circle One)	
1. Would you like to work for an airline?	YES	NO
2. Did you like checking the time cards to see whether various regulations had been followed?	YES	NO
3. Did you like preparing the payroll register?	YES	NO
4. Would you like to be in charge of the payroll department of a company?	YES	NO

Optional Activity Sheet 1

INTEROFFICE MEMORANDUM

TO: Team Supervisor

FROM: Chief Accountant

DATE: (Current)

SUBJECT: Instructions for Payroll Project

Read the following instructions to your team, then pass the payroll sheet to your first team member.

1. Read your problem carefully and do the required work quickly and accurately.
2. Initial your work when it is completed and pass the sheet to the next team member.
3. Return the payroll sheet to me as soon as the last problem is completed and initialed.

SCORING INSTRUCTIONS:

1. The first team to finish receives 15 points.
2. For Team Member 1, each correct answer is worth 5 points. For Team Members 2, 3, 4, and 5, each correct answer is worth 20 points.
3. Each time work is not initialed, 5 points will be deducted.
4. For every error that the supervisor does not find, 5 points will be deducted.

Optional Activity Sheet 2

PAYROLL SHEET

Team Member 1: The following people have worked this week; add the total number of hours worked for each and enter the totals in the spaces provided.

	THOMAS	JACKSON	TORRES
Monday	5 1/4	4	6 3/4
Tuesday	4 3/4	5 1/2	7
Wednesday	6	4 1/3	7 1/2
Thursday	5 1/2	5	7
Friday	5 3/4	5 2/3	8 1/4
TOTALS	_____	_____	_____

________ Initials

Pass sheet to next team member.

Team Member 2: Team Member 1 has added the total hours for Thomas. Check this amount. Thomas is paid $4.15 an hour.

What is his pay for this week? $________________

________ Initials

Pass sheet to next team member.

Team Member 3: Team Member 1 added the total hours for Jackson. Check this amount. Jackson is paid $5.64 an hour.

What is his pay for this week? $________________

________ Initials

Pass sheet to next team member.

Team Member 4: Team Member 1 added the total hours for Torres. Check this amount. Torres is paid $6.72 an hour.

What is his pay for this week? $________________

________ Initials

Pass sheet to next team member.

Team Member 5: Team Members 2, 3, and 4 have entered the pay of three employees. What is the total of these amounts?

$________________

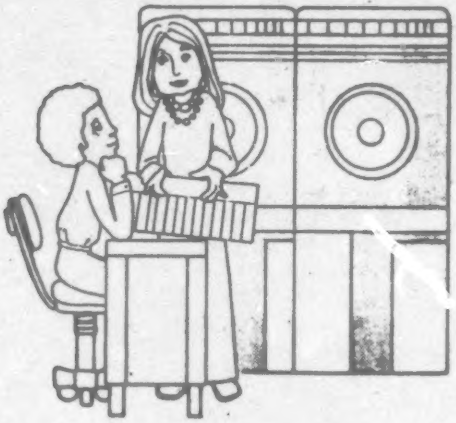
________ Initials

Return this sheet to supervisor.

Supervisor: If all work is correct, check here: ☐

If errors were found, list them below.

________ Initials



UNIT 11

SPENDING A DAY IN THE DATA PROCESSING DEPARTMENT OF MARY LEE CANDY DISTRIBUTORS

PURPOSE AND MAJOR ACTIVITY:

Students participate in activities of the systems analyst, programmer, and the computer operator in a candy distributor's business.

Because the glamorous part of computers and data processing is so prevalent in newspapers, magazines, and other literature, it is not included in detail in this unit. The first optional activity described on the next page contains suggestions for a classroom library of such material. As a teacher, you are provided here with simulation activities that will help students get the "feel" of some of the down-to-earth work of data processing personnel.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at end of this unit) to provide each student with a copy.
2. Read "Background Information on Data Processors" on page 201.
3. Read the second optional activity starting on page 182, entitled Tell the Computer How to Compute; and decide whether you will conduct it. The basic advantage of using this activity is that students will learn how limited the computer is in its operation, even though we have read and heard much to the contrary. It will give them a feel of what it is like to program a computer.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation (pages 186-200).
2. Ask students to complete pages 2 through 14 of the simulation. You may want to conduct this unit as a group project rather than an individualized activity.
3. When students have finished, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page to answer and discuss the questions listed there.

OPTIONAL ACTIVITIES:

1. Set up a Library - Some ideas for a classroom library are listed below. Allow interested students to check out books and pamphlets.

Books and Pamphlets:

"Opportunities in Electronic Data Processing"
by Martin Nussbaum, 1972
Vocational Guidance Manuals
235 E. 45 St.
New York, New York 10017
$4.95

"Your Future in the Electronic Computer Field"
by Dause L. Bibby, 1970
Book Service
501 Lake Forest Avenue
Highwood, Illinois 60040
$2.45

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645
Send for single free copy of "Facts on Computer Careers," 1973.
Superintendent of Documents
Washington, D.C. 20402
Send 60¢ for "Occupations in Electronic Computing Systems," (No. 17 S 2913-0067) 1972.

Associations to which you can write for information:

American Society for Information Science
2000 P Street N.W.
Washington, D.C. 20036

Assn. for Educational Data Systems
1201 Sixteenth Street N. W.
Washington, D.C. 20036

Business Equipment Manufacturers Assn.
235 E. 42nd Street
New York, New York 10017

Systems and Procedures Assn.
7890 Brookside Drive
Cleveland, Ohio 44138

IEEE, Computer Group
345 E. 47th Street
New York, New York 10017

Society for Information Display
654 N. Sepulveda Blvd.
Los Angeles, CA 90049

Special Libraries Assn.
235 Park Avenue S.
New York, New York 10003

2. Tell the Computer How to Compute - An interesting and profitable activity would be to simulate a computer. The steps for carrying out the simulation as a play are described on pages 183-185. You may want to duplicate these pages and let students preview them at school or at home.

1. Assign roles to be played.

   A. Computer--someone who will act like a computer, whose input will be through the ears by voice and whose output it writes on the blackboard. Also, the person taking the role of computer will have a large red card or flag to raise when the computer won't accept the instructions.

   B. Systems Analyst--someone who plans when the computer will add, subtract, multiply, divide, etc.

   C. Programmer--someone who will instruct the computer what to do, bearing in mind its limitations.

Instructions that the Computer can Accept

When instructed, it can do the following:

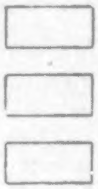
1. Write numbers on the blackboard one under another, or side by side, such as:

   345　　　　345　128
   128

2. Subtract a smaller digit from a larger one, such as, "Subtract 5 from 8."
3. Regroup or borrow after it has signalled that it can't subtract a larger digit from a smaller one, such as "Subtract 8 from 5."
4. Rearrange a subtraction problem.

Problem	Problem Rearranged
345	330 + 15
-128	(-) 120 + 8

5. Write answers in boxes lined up under one another such as:



6. Erase numbers that have been used.
7. Answer "yes" to such questions as, "Are you ready?" or, "Can you subtract 5 from 8?" by raising a white card with a "yes" on it in large letters.
8. Answer "no" to such questions as, "Can you subtract 8 from 5?" by raising a white card with "no" on it.
9. Flash red by raising a red card when asked to do something it is not supposed to do.

Scenario:

The computer stands at the blackboard and has the following:

- chalk
- eraser
- white card, lettered "Yes"
- white card, lettered "No"
- red card

The systems analyst and programmer sit in chairs on either side of the computer. The co-stars of the cast are the computer and the programmer. The computer will be rated very high if it performs only what it is supposed to do and raises the red card every other time. The programmer will be rated high if he/she instructs the computer in sufficient detail so that it has to perform and doesn't raise the flag. The systems analyst has a minor role in this play.

Scene 1:

Systems analyst: I have examined our business and find that to keep inventory records we must subtract the amounts on shipping orders from inventory. I am requesting the programmer to cause the computer to subtract 128 from 345.

Scene 2:

Programmer to computer: Are you ready?

Computer: Holds up card with Yes.

Programmer: Write 345 and under it 128.

Computer: Writes.

$$\begin{array}{r} 345 \\ \underline{128} \end{array}$$

Programmer: Can you subtract 8 from 5?

Computer: Holds up card with No.

Programmer: Regroup on the 5 in 345 and write opposite 345 the numbers 330 and 15.

Computer: Writes opposite 345,

$$\begin{array}{rl} 345 & 330 + 15 \\ \underline{128} & \end{array}$$

Programmer: Opposite 128, write 120 + 8.

Computer: Writes and now has on the board:

$$\begin{array}{rl} 345 & 330 + 15 \\ \underline{128} & 120 + 8 \end{array}$$

Programmer: Subtract 8 from 15 and write the answer in a box.

Computer: Writes the answer in the box.

$$\boxed{7}$$

Programmer: Erase the numbers used.

Computer: Erases $\begin{array}{r}15\\ \underline{6}\end{array}$ and leaves on the blackboard:

$$\begin{array}{r}345\\ \underline{128}\end{array} \qquad \begin{array}{r}330\\ \underline{120}\end{array} \qquad \boxed{7}$$

Programmer: Rearrange the remainder of the problem.

Computer:

$$\begin{array}{r}330\\ \underline{120}\end{array} \qquad \begin{array}{r}300 + 30\\ \underline{100 + 20}\end{array}$$

Programmer: Subtract 20 from 30 and write the answer in a box.

Computer: Writes the answer in the box.

$$\boxed{10}$$

Programmer: Erase the numbers used.

Computer: Erases $\begin{array}{r}30\\ \underline{20}\end{array}$ and leaves on the blackboard:

$$\begin{array}{r}345\\ \underline{128}\end{array} \qquad \begin{array}{r}300\\ \underline{100}\end{array} \qquad \begin{array}{r}\boxed{7}\\ \boxed{10}\end{array}$$

Programmer: Subtract 100 from 300 and write the answer in a box.

Computer: Writes the answer in a box.

$$\boxed{200}$$

Programmer: Erase the numbers used.

Computer: Erases $\begin{array}{r}300\\ \underline{100}\end{array}$ and leaves on the blackboard:

$$\begin{array}{r}345\\ \underline{128}\end{array} \qquad \begin{array}{r}\boxed{7}\\ \boxed{10}\\ \boxed{200}\end{array}$$

Programmer: Add numbers and write the answer in a box.

Computer: Writes the answer in a box.

$$\boxed{217}$$

- -

The three members of the cast take bows. The teacher may invite the class to vote which of the two, the programmer and the computer, best played their roles according to the rules.

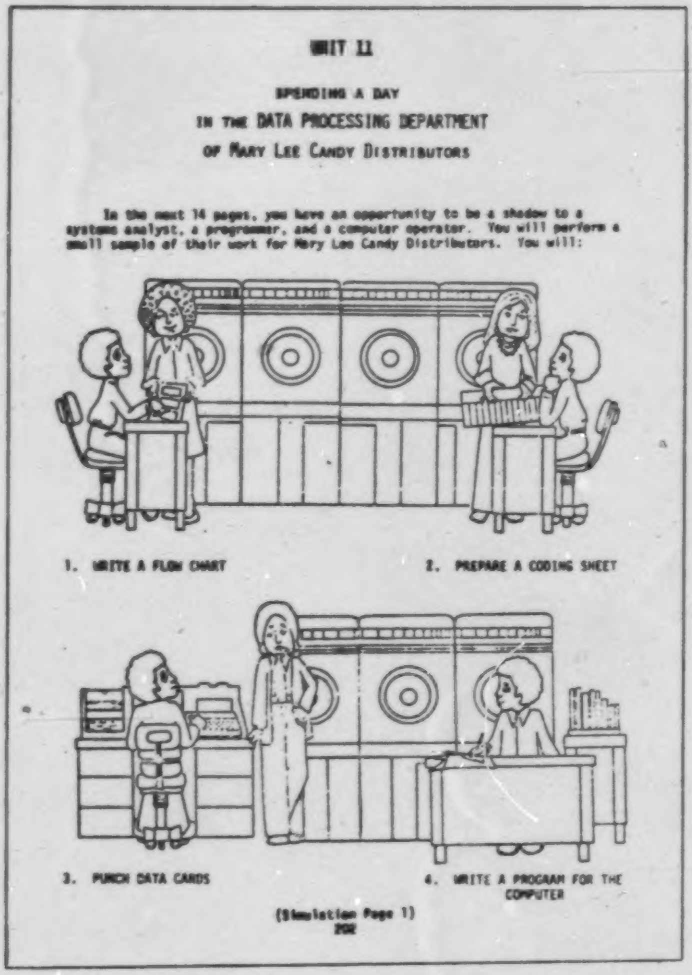
Simulation Page 1

As you discuss the packet introductory page with students, supplement the discussion with information from page 201, "Background Information for Data Processors."

If some of your students are acquainted with people who work in data processing occupations, ask them to describe some of the tasks performed by these people and to tell in what types of organization they work.

Before having students begin the simulation exercise, discuss the meanings of special terms on page 1 of the simulation packet:

systems analyst
programmer
computer operator
flow chart
coding sheet
punched cards
program



UNIT 11

SPENDING A DAY
IN THE DATA PROCESSING DEPARTMENT
OF MARY LEE CANDY DISTRIBUTORS

In the next 14 pages, you have an opportunity to be a shadow to a systems analyst, a programmer, and a computer operator. You will perform a small sample of their work for Mary Lee Candy Distributors. You will:

1. WRITE A FLOW CHART

2. PREPARE A CODING SHEET

3. PUNCH DATA CARDS

4. WRITE A PROGRAM FOR THE COMPUTER

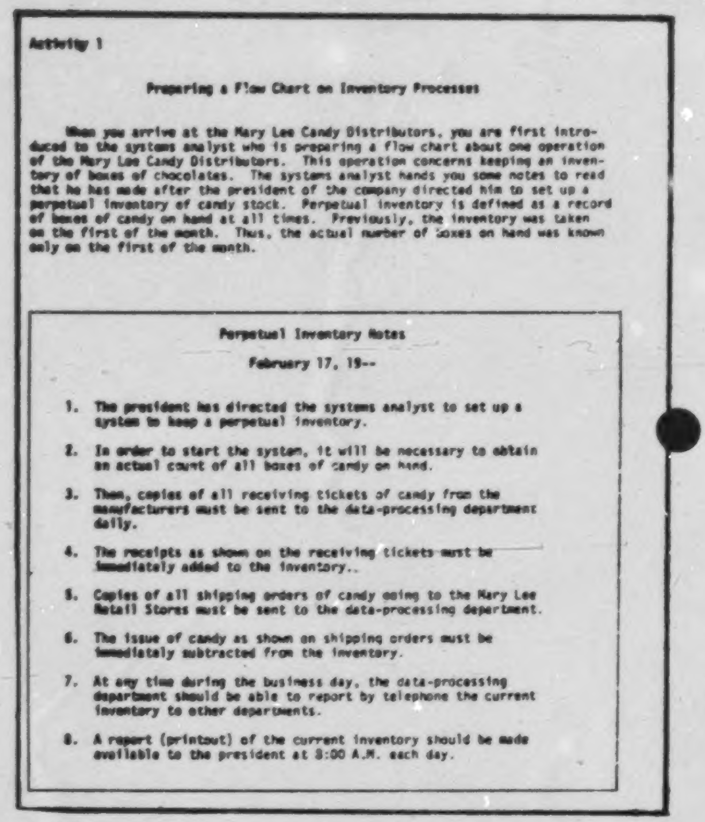
(Simulation Page 1)
202

Simulation Page 2:

Read this page with the students so that they understand the entire situation. Be sure they understand that Mary Lee Candy Distributors buys from a manufacturer and sells to 27 retailers.

Go over the notes taken by the systems analyst and make certain the students recognize the need for a "perpetual" inventory record versus a "guessed" one. Ask the students whether it would likely be feasible to take an actual count, every time someone wants to know, "How much candy do we have on hand?"

Be sure they can define "perpetual inventory." It is one which can constantly answer the question, "How much candy do we have in stock?"



Activity 1

Preparing a Flow Chart on Inventory Processes

When you arrive at the Mary Lee Candy Distributors, you are first introduced to the systems analyst who is preparing a flow chart about one operation of the Mary Lee Candy Distributors. This operation concerns keeping an inventory of boxes of chocolates. The systems analyst hands you some notes to read that he has made after the president of the company directed him to set up a perpetual inventory of candy stock. Perpetual inventory is defined as a record of boxes of candy on hand at all times. Previously, the inventory was taken on the first of the month. Thus, the actual number of boxes on hand was known only on the first of the month.

Perpetual Inventory Notes

February 17, 19--

1. The president has directed the systems analyst to set up a system to keep a perpetual inventory.
2. In order to start the system, it will be necessary to obtain an actual count of all boxes of candy on hand.
3. Then, copies of all receiving tickets of candy from the manufacturers must be sent to the data-processing department daily.
4. The receipts as shown on the receiving tickets must be immediately added to the inventory..
5. Copies of all shipping orders of candy going to the Mary Lee Retail Stores must be sent to the data-processing department.
6. The issue of candy as shown on shipping orders must be immediately subtracted from the inventory.
7. At any time during the business day, the data-processing department should be able to report by telephone the current inventory to other departments.
8. A report (printout) of the current inventory should be made available to the president at 8:00 A.M. each day.

Simulation Page 3:

This activity provides an introduction to one kind of block diagram flow chart.

Have students write a short statement beginning with a verb taken from the notes on the previous page.

Ask the students where in the business they think each event takes place. Sample answers are given below:

Block 1 - Systems analyst's office in the DP department

Block 2 - Stock department

Block 3 - Receiving department or dock.

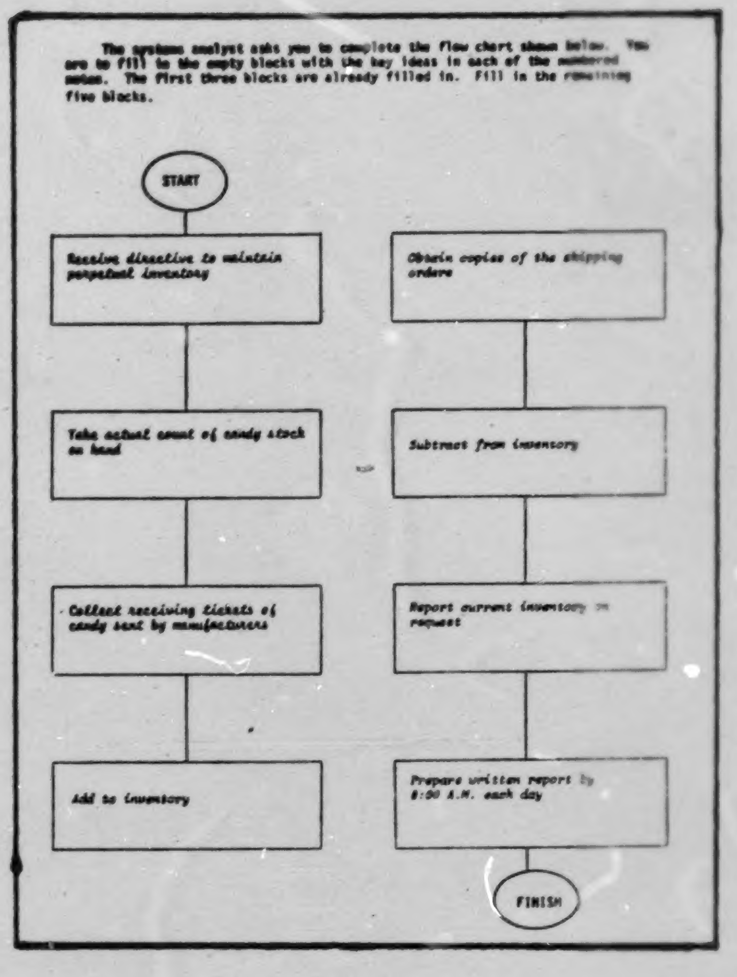
Block 4 - DP department

Block 5 - Sales office

Block 6 - DP department

Block 7 - DP department

Block 8 - DP department



The systems analyst asks you to complete the flow chart shown below. You are to fill in the empty blocks with the key ideas in each of the numbered notes. The first three blocks are already filled in. Fill in the remaining five blocks.

START

Receive directive to maintain perpetual inventory

Take actual count of candy stock on hand

Collect receiving tickets of candy sent by manufacturers

Add to inventory

Obtain copies of the shipping orders

Subtract from inventory

Report current inventory on request

Prepare written report by 8:00 A.M. each day

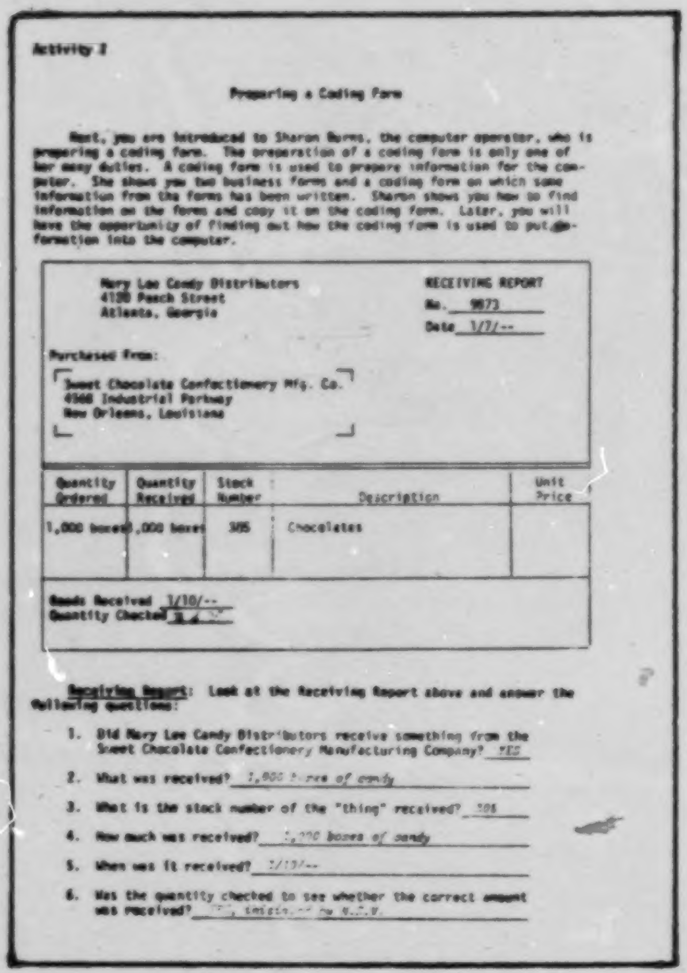
FINISH

Simulation Page 4:

Explain the use of the coding form. The coding form is one way to prepare data for entry into the computer. In this case, information on the Receiving Report and the Shipping Order is to be entered on the coding form.

Be sure the students can correctly answer all the questions about the Receiving Report.

Ask them which is most important for inventory, "Quantity Ordered" or "Quantity Received". Answer: Quantity Received. In this case, these quantities happen to be the same.



Activity 2

Preparing a Coding Form

Next, you are introduced to Sharon Burns, the computer operator, who is preparing a coding form. The preparation of a coding form is only one of her many duties. A coding form is used to prepare information for the computer. She shows you two business forms and a coding form on which some information from the forms has been written. Sharon shows you how to find information on the forms and copy it on the coding form. Later, you will have the opportunity of finding out how the coding form is used to put information into the computer.

Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

RECEIVING REPORT
No. 9873
Date 1/7/--

Purchased From:

Sweet Chocolate Confectionery Mfg. Co.
4368 Industrial Parkway
New Orleans, Louisiana

Quantity Ordered	Quantity Received	Stock Number	Description	Unit Price
1,000 boxes	1,000 boxes	305	Chocolates	

Goods Received 1/10/--
Quantity Checked [illegible]

Receiving Report: Look at the Receiving Report above and answer the following questions:

1. Did Mary Lee Candy Distributors receive something from the Sweet Chocolate Confectionery Manufacturing Company? YES
2. What was received? 1,000 boxes of candy
3. What is the stock number of the "thing" received? 305
4. How much was received? 1,000 boxes of candy
5. When was it received? 1/10/--
6. Was the quantity checked to see whether the correct amount was received? YES, initialed by [illegible]

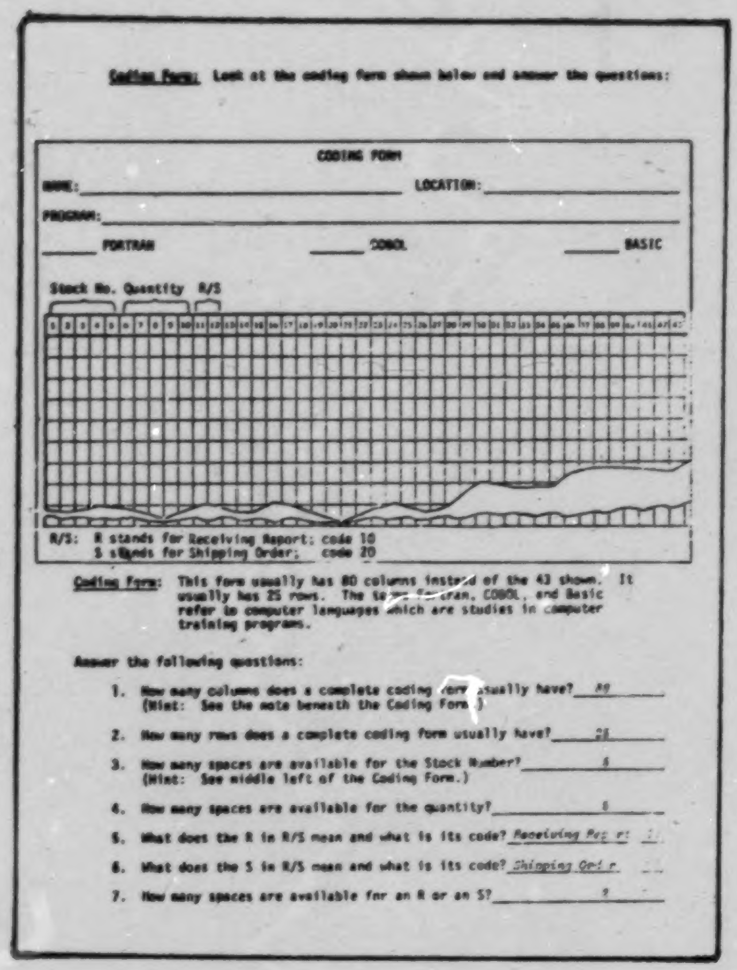
Simulation Page 5:

If possible, obtain a full-size coding form from the school business office or from a nearby industry to show the students.

Tell the students that the coding sheet is often used to punch cards on a key-punch machine.

Review the coding form with the students and make certain they can correctly answer the questions about it.

If the students ask about Fortran, COBOL, and Basic, tell them they are names for computer languages. Tell them that the computer cannot understand our English, so we must tell it what to do in another language, "computer talk." If students are further interested, invite a programmer to explain some more to them.



Coding Form: Look at the coding form shown below and answer the questions:

CODING FORM

NAME: ____________________ LOCATION: ____________________

PROGRAM: ____

_____ FORTRAN _____ COBOL _____ BASIC

Stock No.
Quantity
R/S
1
2
3
4
5
6
7
8
9
10

R/S: R stands for Receiving Report; code 10
S stands for Shipping Order; code 20

Coding Form: This form usually has 80 columns instead of the 43 shown. It usually has 25 rows. The terms Fortran, COBOL, and Basic refer to computer languages which are studies in computer training programs.

Answer the following questions:

1. How many columns does a complete coding form usually have? 80
   (Hint: See the note beneath the Coding Form.)
2. How many rows does a complete coding form usually have? 25
3. How many spaces are available for the Stock Number? 5
   (Hint: See middle left of the Coding Form.)
4. How many spaces are available for the quantity? 5
5. What does the R in R/S mean and what is its code? Receiving Report [illegible]
6. What does the S in R/S mean and what is its code? Shipping Order [illegible]
7. How many spaces are available for an R or an S? 2

Simulation Page 6:

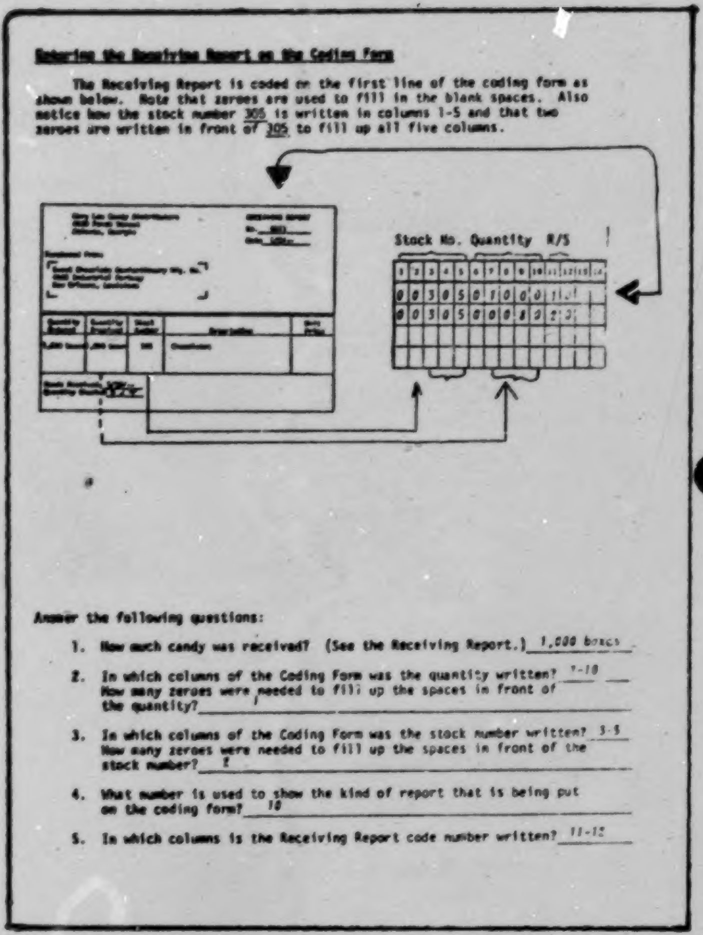
Show the students how to enter the stock number on the coding form. Have them observe that five columns are allowed. Since only three are used, the remaining two are filled in with zeroes.

In a similar manner, show them how to enter the quantity on the coding form and to fill in one column with a zero.

The kind of report (Receiving Report) is also coded since the computer must be told whether something is being "received" or "shipped."

Have the students notice that a receiving report is assigned a 10 and is so coded in columns 11 and 12.

Check their answers to the questions at the bottom of the sheet for accuracy.



Entering the Receiving Report on the Coding Form

The Receiving Report is coded on the first line of the coding form as shown below. Note that zeroes are used to fill in the blank spaces. Also notice how the stock number 305 is written in columns 1-5 and that two zeroes are written in front of 305 to fill up all five columns.

Stock No.
Quantity
R/S

Answer the following questions:

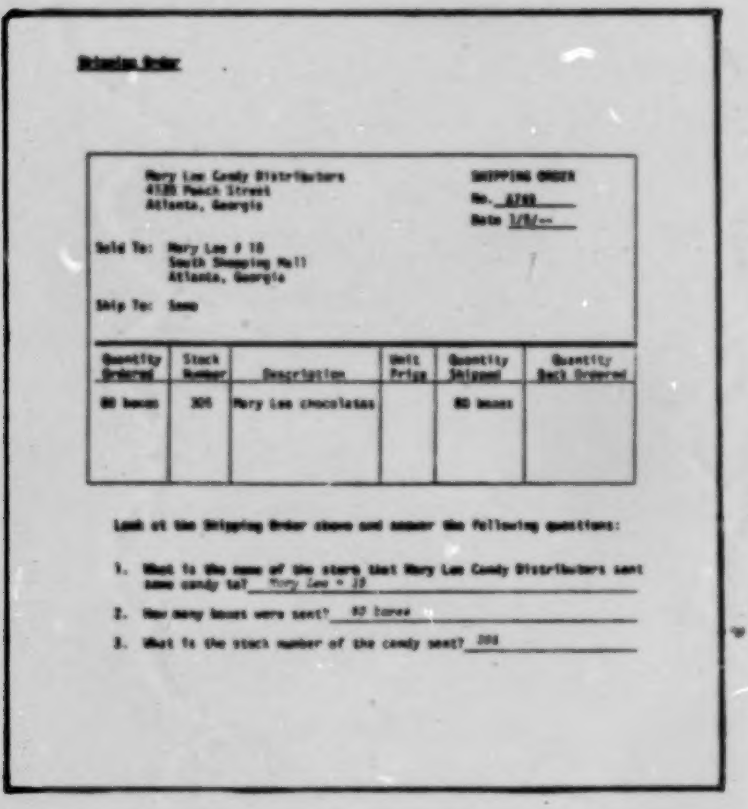
1. How much candy was received? (See the Receiving Report.) 1,000 boxes
2. In which columns of the Coding Form was the quantity written? 7-10
   How many zeroes were needed to fill up the spaces in front of the quantity? 1
3. In which columns of the Coding Form was the stock number written? 3-5
   How many zeroes were needed to fill up the spaces in front of the stock number? 2
4. What number is used to show the kind of report that is being put on the coding form? 10
5. In which columns is the Receiving Report code number written? 11-12

Simulation Page 7:

Be sure the students can correctly answer all the questions about the shipping order.

If students ask about missing unit prices, tell them that the shipping order is a carbon copy of another form (Invoice) and that the price is frequently omitted on the shipping order copy.

The same is true about the omission of the unit price on the receiving report, which is a carbon copy of a purchase order.



Shipping Order

Mary Lee Candy Distributors
[illegible] Peach Street
Atlanta, Georgia

SHIPPING ORDER
No. [illegible]
Date [illegible]

Sold To: Mary Lee # 10
South Shopping Mall
Atlanta, Georgia

Ship To: Same

Quantity Ordered	Stock Number	Description	Unit Price	Quantity Shipped	Quantity Back Ordered
80 boxes	305	Mary Lee chocolates		80 boxes	

Look at the Shipping Order above and answer the following questions:

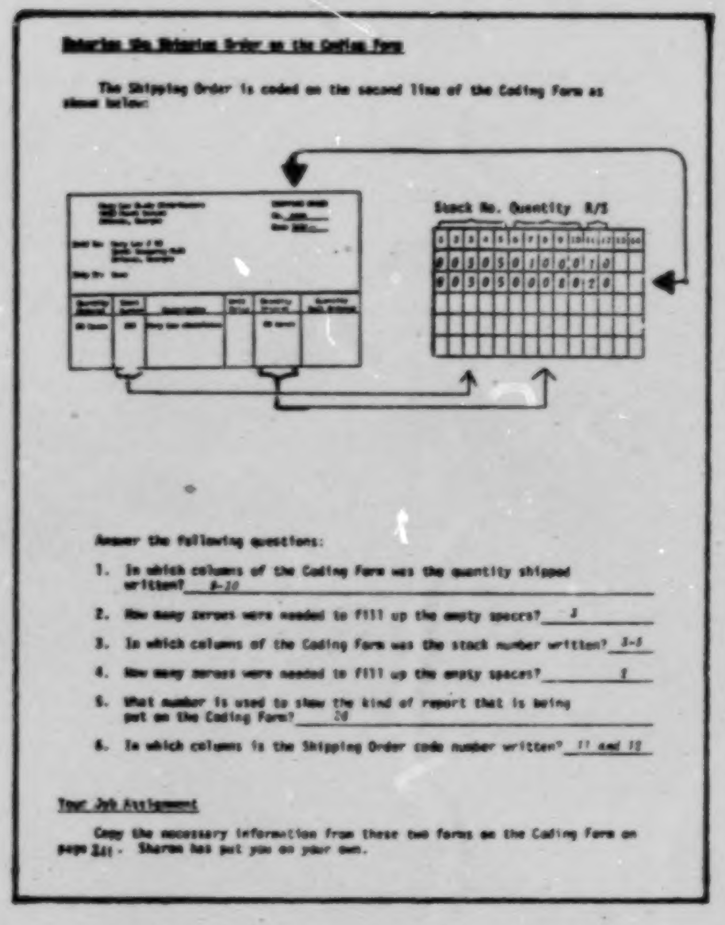
1. What is the name of the store that Mary Lee Candy Distributors sent some candy to? Mary Lee # 10
2. How many boxes were sent? 80 boxes
3. What is the stock number of the candy sent? 305

Simulation Page 8:

Again, show the students how to enter the stock number and the quantity on the coding form; in this case, from the shipping order.

Have the students notice that the shipping order is assigned a 20 and is so coded in columns 11 and 12.

Check the answers of the students at the bottom of the sheet for accuracy.



Entering the Shipping Order on the Coding Form

The Shipping Order is coded on the second line of the Coding Form as shown below:

Stock No. Quantity R/S
1 2 3 4 5 6 7 8 9 10 11 12 13 14
0 0 3 0 5 0 1 0 0 0 1 0
0 0 3 0 5 0 0 0 8 0 2 0

Answer the following questions:

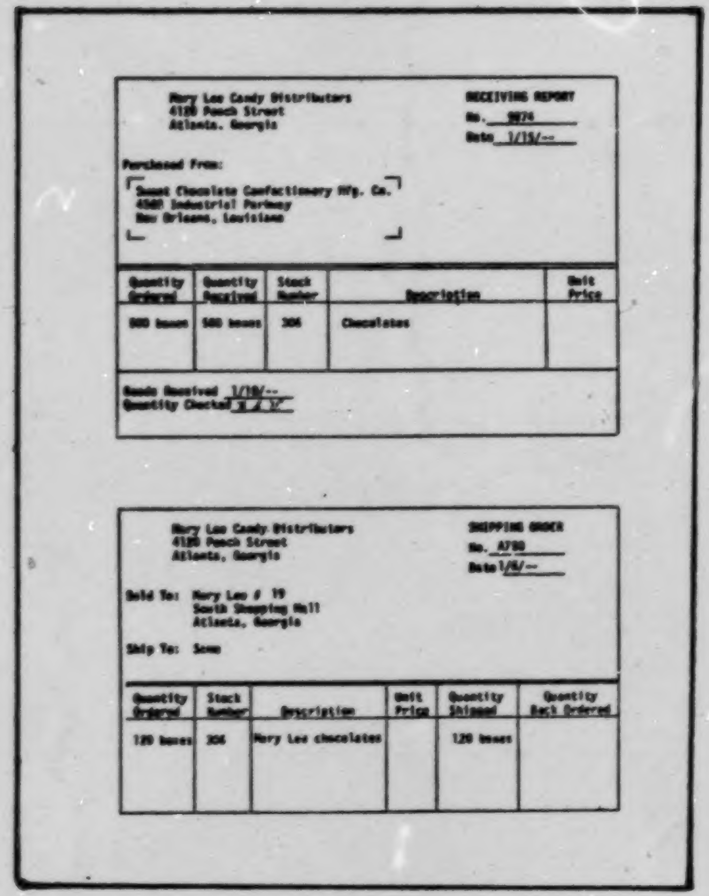
1. In which columns of the Coding Form was the quantity shipped written? 6-10
2. How many zeroes were needed to fill up the empty spaces? 3
3. In which columns of the Coding Form was the stock number written? 1-5
4. How many zeroes were needed to fill up the empty spaces? 1
5. What number is used to show the kind of report that is being put on the Coding Form? 20
6. In which columns is the Shipping Order code number written? 11 and 12

Your Job Assignment

Copy the necessary information from these two forms on the Coding Form on page 211. Sharon has put you on your own.

Simulation Page 9:

These business papers are coded on the next page.



Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

RECEIVING REPORT
No. 9874
Date 1/15/--

Purchased From:

Sweet Chocolate Confectionery Mfg. Co.
4500 Industrial Parkway
New Orleans, Louisiana

Quantity Ordered	Quantity Received	Stock Number	Description	Unit Price
500 boxes	500 boxes	306	Chocolates	

Goods Received 1/18/--
Quantity Checked [illegible]

Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

SHIPPING ORDER
No. 4780
Date 1/6/--

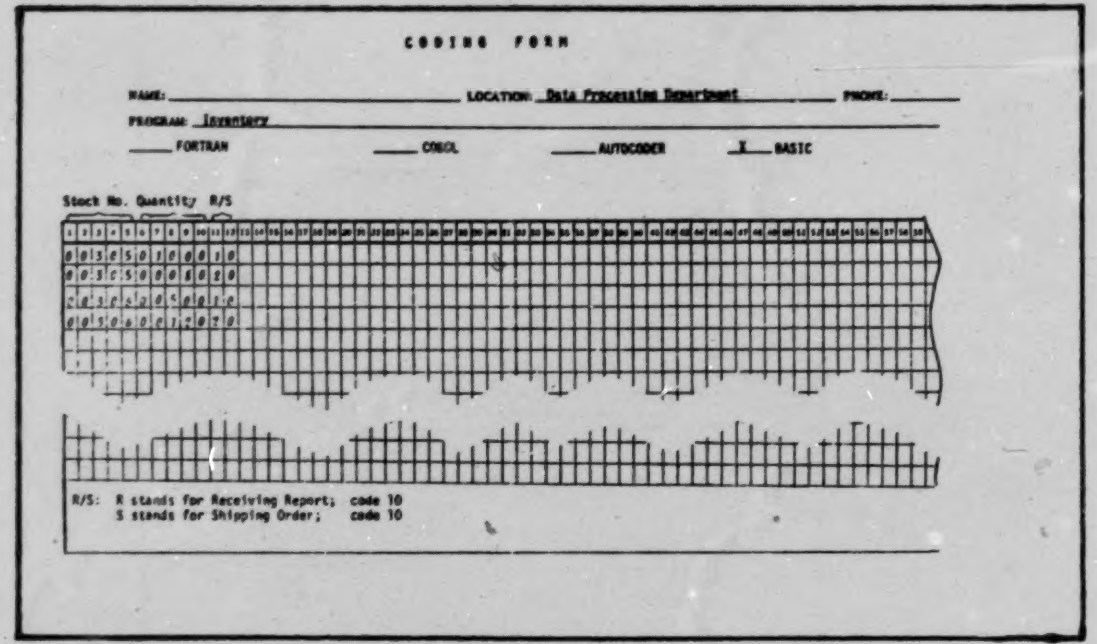
Sold To: Mary Lee # 19
South Shopping Mall
Atlanta, Georgia

Ship To: Same

Quantity Ordered	Stock Number	Description	Unit Price	Quantity Shipped	Quantity Back Ordered
120 boxes	306	Mary Lee chocolates		120 boxes	

Simulation Page 10:

The two business papers on page 9 are coded on lines 3 and 4. This coding sheet will be used to "punch cards" in Activity 3.



CODING FORM

NAME: ________ LOCATION: Data Processing Department ____ PHONE: ________

PROGRAM: Inventory

____ FORTRAN ____ COBOL ____ AUTOCODER _X_ BASIC

Stock No. Quantity R/S

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
0	0	3	0	5	0	1	0	0	0	1	0																																															
0	0	3	0	5	0	0	0	8	0	2	0																																															
0	0	3	0	4	2	0	5	0	0	1	0																																															
0	0	3	0	6	0	0	1	5	0	2	0																																															

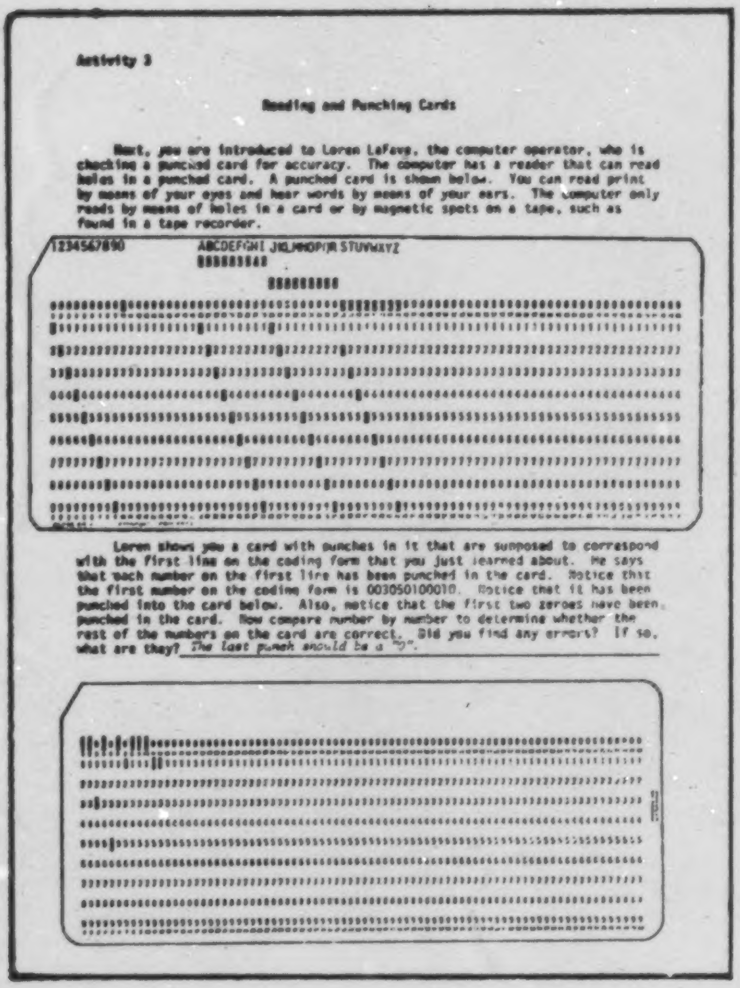
R/S: R stands for Receiving Report; code 10
S stands for Shipping Order; code 10

Simulation Page 11:

Explain to the students how numbers are punched in a card. You can also explain how the alphabet is punched if the students are interested, but they will not be required to punch alphabetic characters.

Have the students check the accuracy of the number punched in the bottom card. The number punched is 003050100011, and it should be 003050100010, the last punch being an error.

If you can obtain additional cards, you might have students "punch" their names in the cards by using their pencil to blacken the proper places. In addition, they could exchange cards and proofread each other's cards.



Activity 3

Reading and Punching Cards

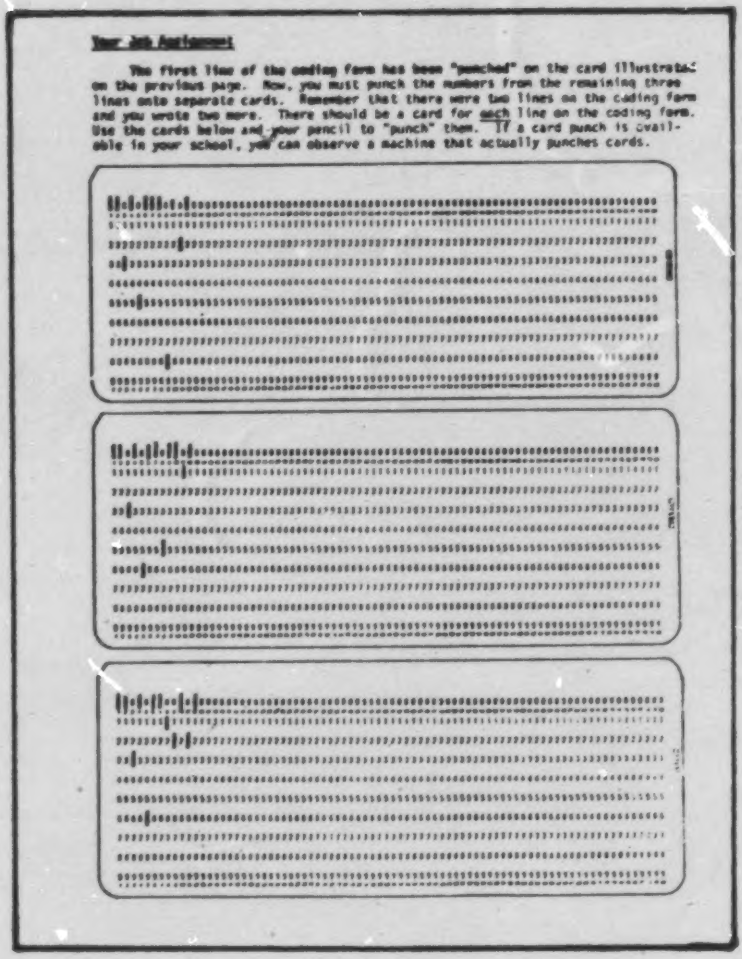
Next, you are introduced to Loren LaFave, the computer operator, who is checking a punched card for accuracy. The computer has a reader that can read holes in a punched card. A punched card is shown below. You can read print by means of your eyes and hear words by means of your ears. The computer only reads by means of holes in a card or by magnetic spots on a tape, such as found in a tape recorder.

Loren shows you a card with punches in it that are supposed to correspond with the first line on the coding form that you just learned about. He says that each number on the first line has been punched in the card. Notice that the first number on the coding form is 003050100010. Notice that it has been punched into the card below. Also, notice that the first two zeroes have been punched in the card. Now compare number by number to determine whether the rest of the numbers on the card are correct. Did you find any errors? If so, what are they? The last punch should be a "0".

Simulation Page 12:

Go over the cards with the students to check the accuracy of their work.

You might have them exchange and proofread each other's cards.



Your Job Assignment

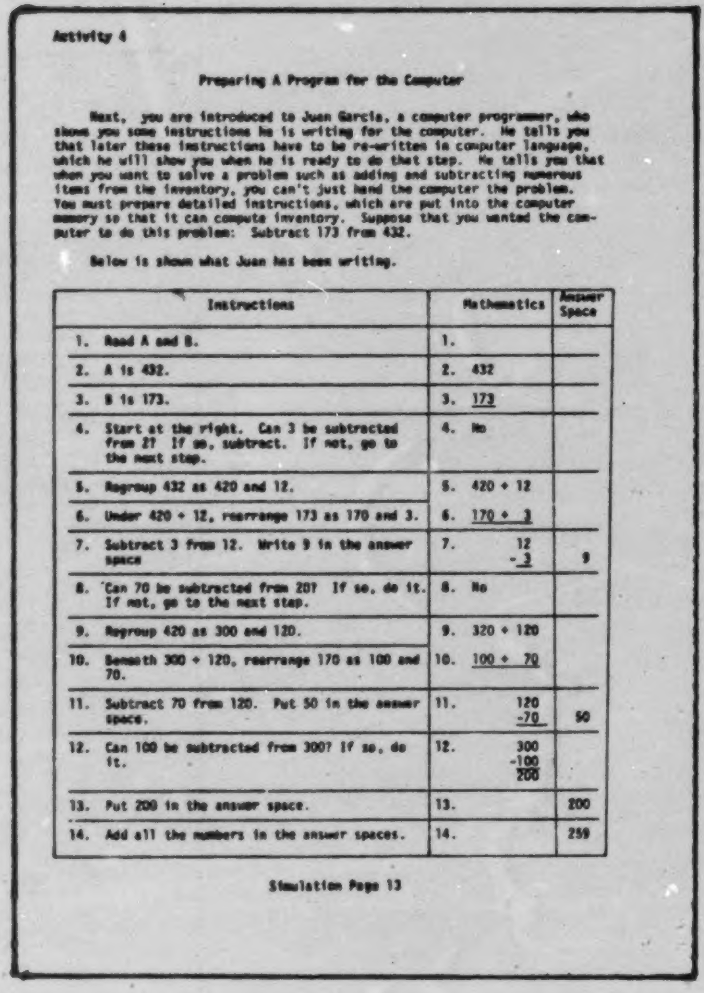
The first line of the coding form has been "punched" on the card illustrated on the previous page. Now, you must punch the numbers from the remaining three lines onto separate cards. Remember that there were two lines on the coding form and you wrote two more. There should be a card for each line on the coding form. Use the cards below and your pencil to "punch" them. If a card punch is available in your school, you can observe a machine that actually punches cards.

Simulation Page 13:

Before assigning Activity 4, have the students act out the "play", Tell the Computer How to Compute as explained at the beginning of this unit.

Go over this in detail with the students.

Tell the students that arithmetic problems can be done by the computer only when each instruction is carefully planned. Later, these instructions are written again in computer language. Once they are placed in the computer memory, they can be used to solve thousands and thousands of subtraction problems.



Activity 4

Preparing A Program for the Computer

Next, you are introduced to Juan Garcia, a computer programmer, who shows you some instructions he is writing for the computer. He tells you that later these instructions have to be re-written in computer language, which he will show you when he is ready to do that step. He tells you that when you want to solve a problem such as adding and subtracting numerous items from the inventory, you can't just hand the computer the problem. You must prepare detailed instructions, which are put into the computer memory so that it can compute inventory. Suppose that you wanted the computer to do this problem: Subtract 173 from 432.

Below is shown what Juan has been writing.

Instructions	Mathematics	Answer Space
1. Read A and B.	1.	
2. A is 432.	2. 432	
3. B is 173.	3. 173	
4. Start at the right. Can 3 be subtracted from 2? If so, subtract. If not, go to the next step.	4. No	
5. Regroup 432 as 420 and 12.	5. 420 + 12	
6. Under 420 + 12, rearrange 173 as 170 and 3.	6. 170 + 3	
7. Subtract 3 from 12. Write 9 in the answer space	7. 12 - 3	9
8. Can 70 be subtracted from 20? If so, do it. If not, go to the next step.	8. No	
9. Regroup 420 as 300 and 120.	9. 320 + 120	
10. Beneath 300 + 120, rearrange 170 as 100 and 70.	10. 100 + 70	
11. Subtract 70 from 120. Put 50 in the answer space.	11. 120 -70	50
12. Can 100 be subtracted from 300? If so, do it.	12. 300 -100 200	
13. Put 200 in the answer space.	13.	200
14. Add all the numbers in the answer spaces.	14.	259

Simulation Page 13

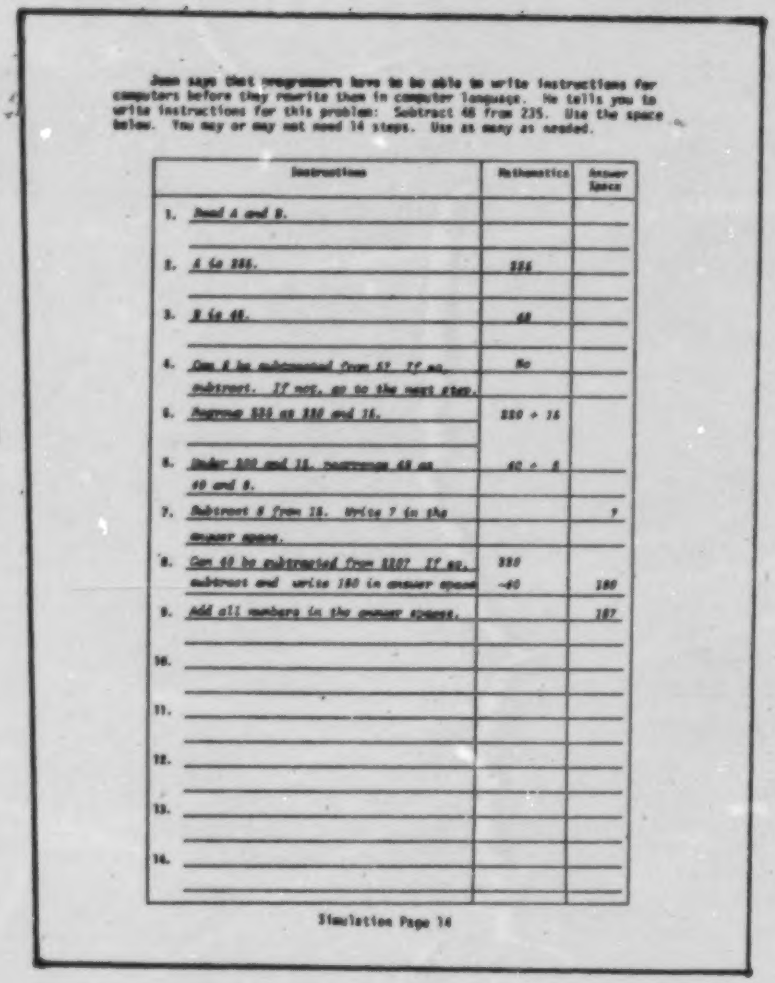
Simulation Page 14:

Since the type of thinking required to write program instructions may be new to the students, choose one of the following two procedures.

A. Write the program similar to that done by Juan as a group activity under your direction.

B. Have students complete it in small groups. Be sure that each group has one person who is known to be logical and methodical.

As a result of these assignments, students can determine whether they have some of the qualities required to be a programmer.



Juan says that programmers have to be able to write instructions for computers before they rewrite them in computer language. He tells you to write instructions for this problem: Subtract 48 from 235. Use the space below. You may or may not need 14 steps. Use as many as needed.

Instructions	Mathematics	Answer Space
1. Read A and B.		
2. A is 235.	235	
3. B is 48.	48	
4. Can B be subtracted from A? If so, subtract. If not, go to the next step.	No	
5. Regroup 235 as 220 and 15.	220 + 15	
6. Under 220 and 15, rearrange 48 as 40 and 8.	40 + 8	
7. Subtract 8 from 15. Write 7 in the answer space.		7
8. Can 40 be subtracted from 220? If so, subtract and write 180 in answer space	220 -40	180
9. Add all numbers in the answer space.		187
10.		
11.		
12.		
13.		
14.		

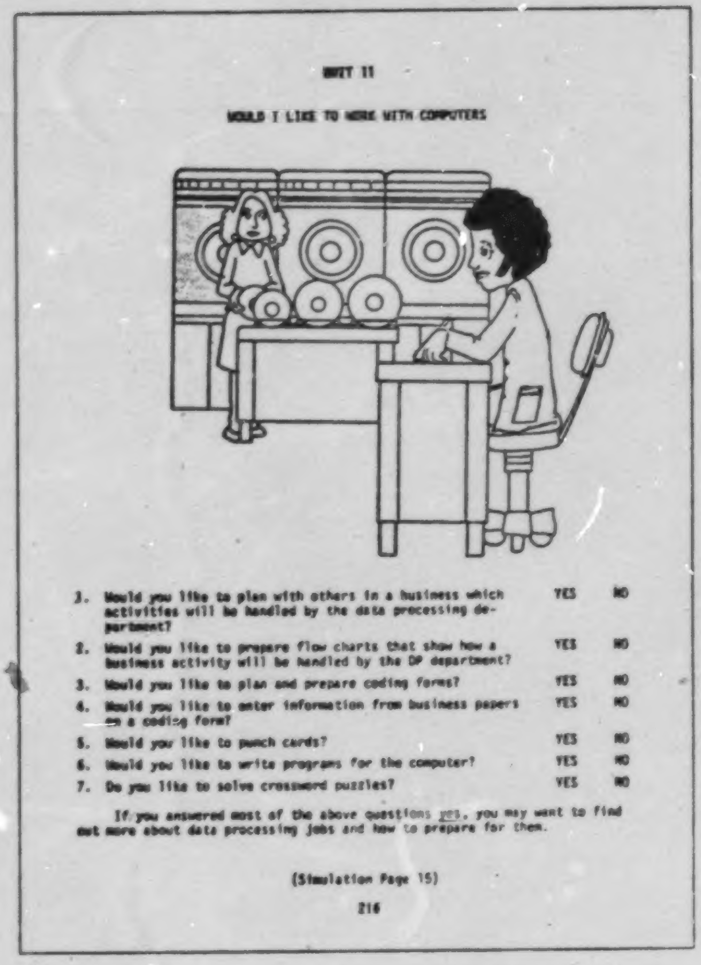
Simulation Page 14

KEY - UNIT 11

Simulation Page 15

The purpose of the questions on page 15 of the simulation is to encourage students to examine their own abilities and personalities and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.



UNIT 11

WOULD I LIKE TO WORK WITH COMPUTERS

1. Would you like to plan with others in a business which activities will be handled by the data processing department? YES NO
2. Would you like to prepare flow charts that show how a business activity will be handled by the DP department? YES NO
3. Would you like to plan and prepare coding forms? YES NO
4. Would you like to enter information from business papers on a coding form? YES NO
5. Would you like to punch cards? YES NO
6. Would you like to write programs for the computer? YES NO
7. Do you like to solve crossword puzzles? YES NO

If you answered most of the above questions _yes_, you may want to find out more about data processing jobs and how to prepare for them.

(Simulation Page 15)

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BACKGROUND INFORMATION FOR DATA PROCESSORS

There are 70,000 to 80,000 computers in the United States today, and there are over one million people working with them in one way or another. Some people operate equipment that prepares data for the computer. Some people work with the output of the computer. Some people feed data to and operate the computer. Some people prepare instructions for the computer that "tell" the computer what to do. Others plan what the computer will do. Of course, there are those who manufacture, repair, service, and sell computers.

Below is a list of duties and the job titles of those people mainly responsible.

THE MAIN DUTIES OF DATA-PROCESSING EMPLOYEES X - Usually responsible for various of the ten items below. 0 = Often also assists in doing, or does, the items below.	Systems Analyst	Programmer	Computer Operator	Clerical Personnel Key-punch Operator
1. Plans which business activities can be handled by computer.	X	0		
2. Prepares systems flow charts that describe the business activities and the parts that will be handled by the data processing department.	X	0		
3. Writes programs that tell the computer what to do.	0	X		
4. Plans with others about the use of the data processing department.	X	X	X	
5. Prepares coding sheets and codes information.		0	0	X
6. Gets cards, tapes, and other things ready for the computer.		0	0	X
7. Punches cards.		0	0	X
8. Operates computer equipment.	0	0	X	0
9. Debugs computer programs.	0	X	0	
10. Assists other data processing employees.			0	X

How do you prepare for a data-processing job? There are many routes. You can take recordkeeping, accounting, business math, and data-processing courses in high school that will be helpful in some of the beginning jobs. Colleges have computer science departments. Also, you can sometimes, as a beginning employee in business and industry, enroll in company training programs offered while you work.

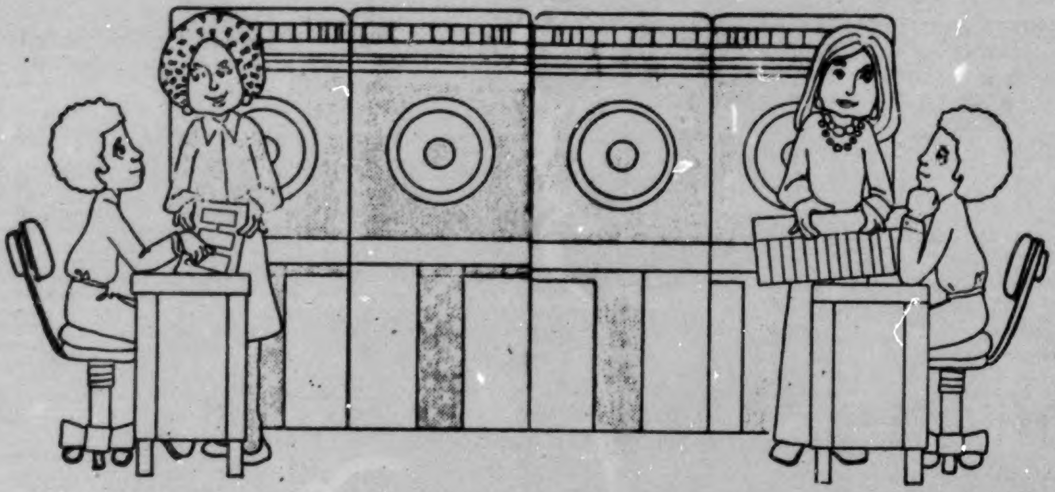
What kind of personal traits should you have? Here is a list of some of them:

Like to work with data and information
Like to solve puzzles, such as cross-word puzzles
Like to be extremely accurate and make things prove out

UNIT 11

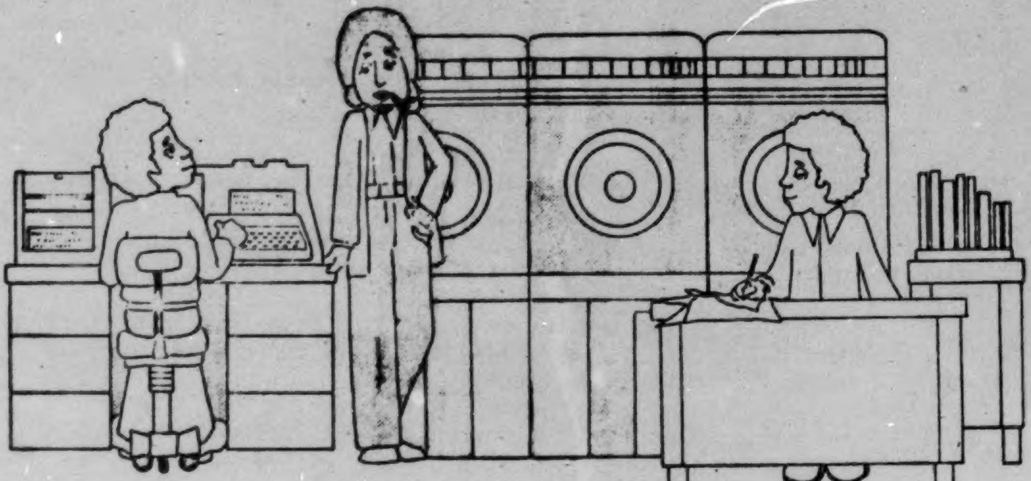
SPENDING A DAY
IN THE DATA PROCESSING DEPARTMENT
OF MARY LEE CANDY DISTRIBUTORS

In the next 14 pages, you have an opportunity to be a shadow to a systems analyst, a programmer, and a computer operator. You will perform a small sample of their work for Mary Lee Candy Distributors. You will:



1. WRITE A FLOW CHART

2. PREPARE A CODING SHEET



3. PUNCH DATA CARDS

4. WRITE A PROGRAM FOR THE COMPUTER

Activity 1

Preparing a Flow Chart on Inventory Processes

You are going to spend a day as an assistant in the data-processing department of Mary Lee Candy Distributors which wholesales Mary Lee boxes of chocolates to 27 retail stores. The retail stores in turn sell to shoppers who pass by the stores. Mary Lee Candy Distributors obtain the candy from a manufacturer. You will spend some time working with the systems analyst, the programmer, and the computer operator. In each case, you will be required to perform some of the work that these employees are doing at the time you are with them.

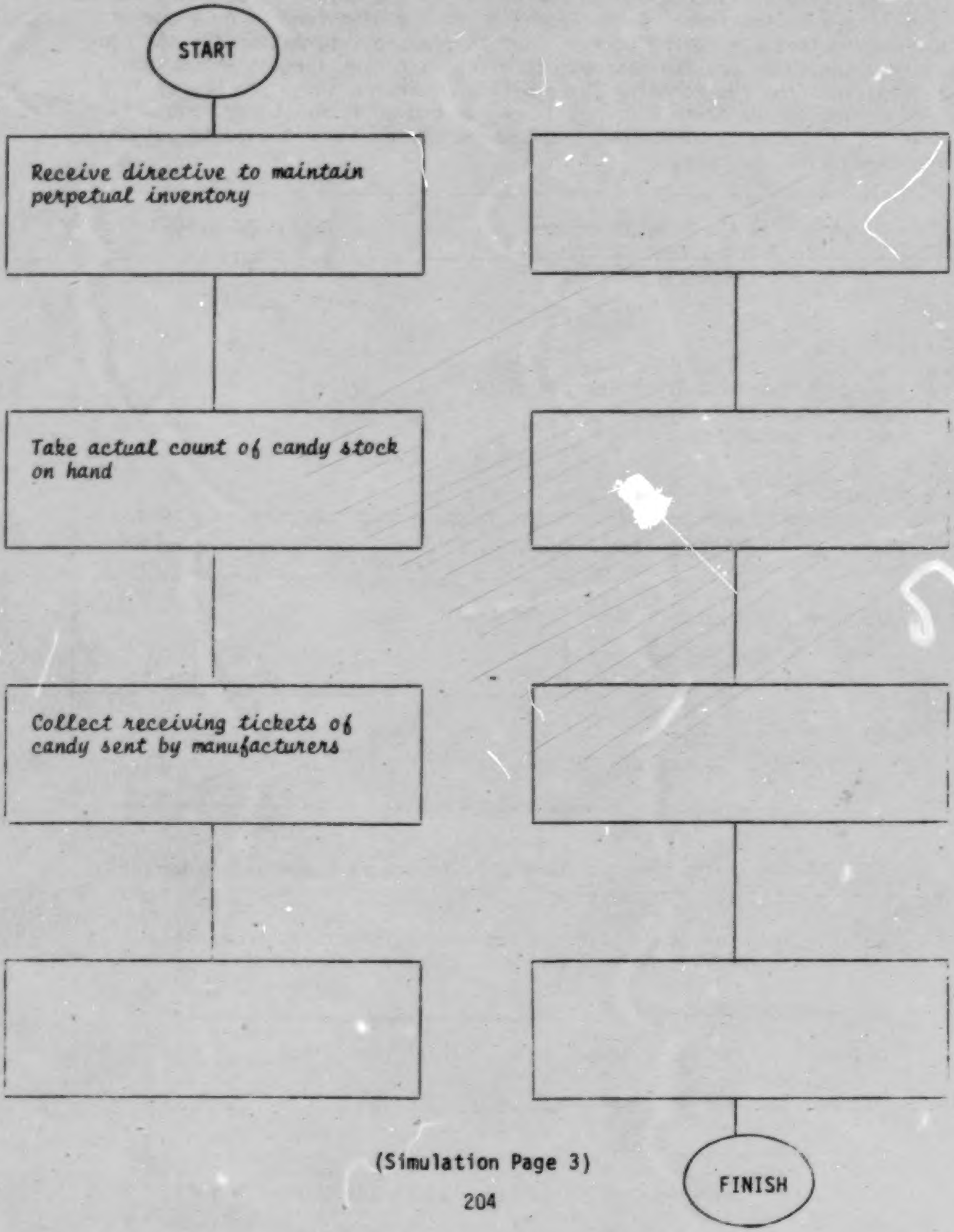
When you arrive at the Mary Lee Candy Distributors, you are first introduced to the systems analyst who is preparing a flow chart about one operation of the Mary Lee Candy Distributors. This operation concerns keeping an inventory of boxes of chocolates. The systems analyst hands you some notes to read that he has made after the president of the company directed him to set up a perpetual inventory of candy stock. Perpetual inventory is defined as a record of boxes of candy on hand at all times. Previously, the inventory was taken on the first of the month. Thus, the actual number of boxes on hand was known only on the first of the month.

Perpetual Inventory Notes

February 17, 19--

1. The president has directed the systems analyst to set up a system to keep a perpetual inventory.
2. In order to start the system, it will be necessary to obtain an actual count of all boxes of candy on hand.
3. Then, copies of all receiving tickets of candy from the manufacturers must be sent to the data-processing department daily.
4. The receipts as shown on the receiving tickets must be immediately added to the inventory.
5. Copies of all shipping orders of candy going to the Mary Lee Retail Stores must be sent to the data-processing department.
6. The issue of candy as shown on shipping orders must be immediately subtracted from the inventory.
7. At any time during the business day, the data-processing department should be able to report by telephone the current inventory to other departments.
8. A report (printout) of the current inventory should be made available to the president at 3:00 A.M. each day.

The systems analyst asks you to complete the flow chart shown below. You are to fill in the empty blocks with the key ideas in each of the numbered notes. The first three blocks are already filled in. Fill in the remaining five blocks.


START
Receive directive to maintain perpetual inventory
Take actual count of candy stock on hand
Collect receiving tickets of candy sent by manufacturers
FINISH

Activity 2

Preparing a Coding Form

Next, you are introduced to Sharon Burns, the computer operator, who is preparing a coding form. The preparation of a coding form is only one of her many duties. A coding form is used to prepare information for the computer. She shows you two business forms and a coding form on which some information from the forms has been written. Sharon shows you how to find information on the forms and copy it on the coding form. Later, you will have the opportunity of finding out how the coding form is used to put information into the computer.

Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

RECEIVING REPORT
No. 9873
Date 1/7/--

Purchased From:

Sweet Chocolate Confectionery Mfg. Co.
4568 Industrial Parkway
New Orleans, Louisiana

Quantity Ordered	Quantity Received	Stock Number	Description	Unit Price
1,000 boxes	1,000 boxes	305	Chocolates	

Goods Received 1/10/--
Quantity Checked H.S.W.

Receiving Report: Look at the Receiving Report above and answer the following questions:

1. Did Mary Lee Candy Distributors receive something from the Sweet Chocolate Confectionery Manufacturing Company?______
2. What was received?________________________________
3. What is the stock number of the "thing" received?________
4. How much was received?____________________________
5. When was it received?______________________________
6. Was the quantity checked to see whether the correct amount was received?________________________________

(Simulation Page 4)

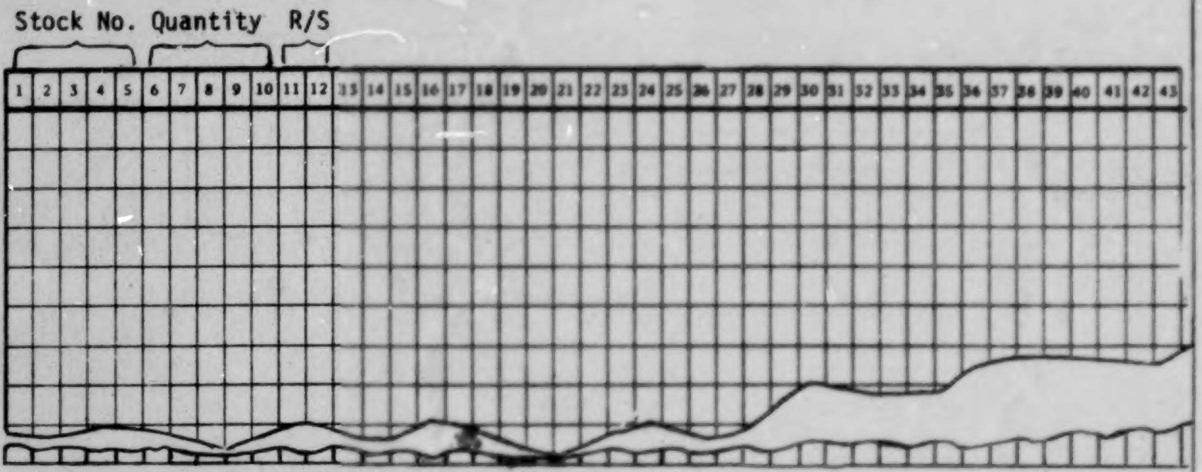
Coding Form: Look at the coding form shown below and answer the questions:

CODING FORM

NAME: ______________________ LOCATION: ______________

PROGRAM: ______________________________________

_____ FORTRAN _____ COBOL _____ BASIC


Stock No.
Quantity
R/S
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43

R/S: R stands for Receiving Report; code 10
S stands for Shipping Order; code 20

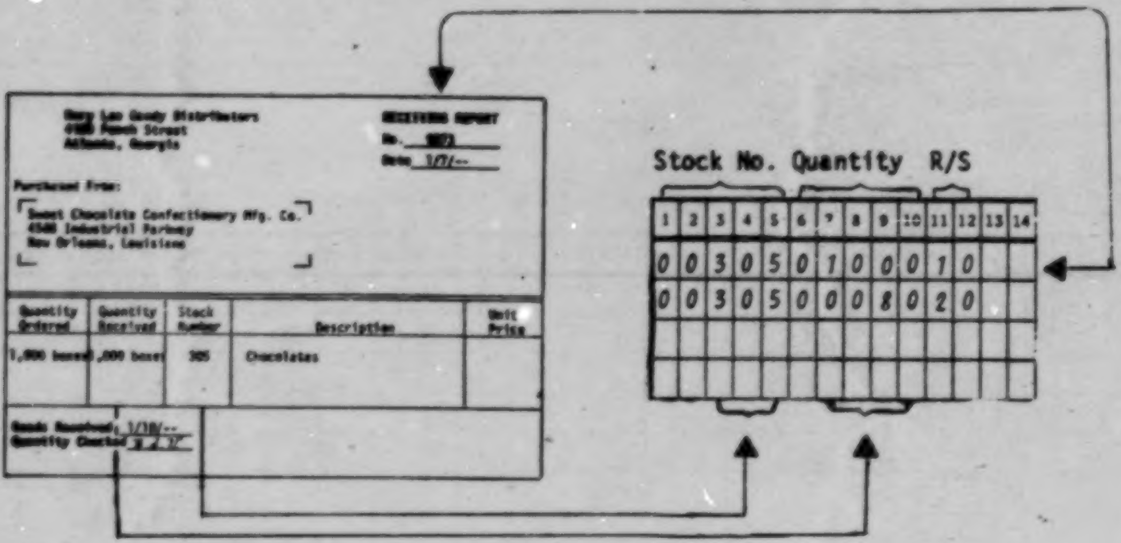
Coding Form: This form usually has 80 columns instead of the 43 shown. It usually has 25 rows. The terms Fortran, COBOL, and Basic refer to computer languages which are studied in computer training programs.

Answer the following questions:

1. How many columns does a complete coding form usually have? __________
(Hint: See the note beneath the Coding Form.)
2. How many rows does a complete coding form usually have? __________
3. How many spaces are available for the Stock Number? __________
(Hint: See middle left of the Coding Form.)
4. How many spaces are available for the quantity? __________
5. What does the R in R/S mean and what is its code? __________ ___
6. What does the S in R/S mean and what is its code? __________ ___
7. How many spaces are available for an R or an S? __________

Entering the Receiving Report on the Coding Form

The Receiving Report is coded on the first line of the coding form as shown below. Note that zeroes are used to fill in the blank spaces. Also notice how the stock number 305 is written in columns 1-5 and that two zeroes are written in front of 305 to fill up all five columns.


Stock No.
Quantity
R/S
1 2 3 4 5 6 7 8 9 10 11 12 13 14
0 0 3 0 5 0 1 0 0 0 1 0
0 0 3 0 5 0 0 0 8 0 2 0
Description
Chocolates
305

Answer the following questions:

1. How much candy was received? (See the Receiving Report.)____________
2. In which columns of the Coding Form was the quantity written?__________ How many zeroes were needed to fill up the spaces in front of the quantity?____
3. In which columns of the Coding Form was the stock number written?______ How many zeroes were needed to fill up the spaces in front of the stock number?____
4. What number is used to show the kind of report that is being put on the coding form?____
5. In which columns is the Receiving Report code number written?_________

(Simulation Page 6)

Shipping Order

Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

SHIPPING ORDER
No. A749
Date 1/5/--

Sold To: Mary Lee # 10
South Shopping Mall
Atlanta, Georgia

Ship To: Same

Quantity Ordered	Stock Number	Description	Unit Price	Quantity Shipped	Quantity Back Ordered
80 boxes	305	Mary Lee chocolates		80 boxes	

Look at the Shipping Order above and answer the following questions:

1. What is the name of the store that Mary Lee Candy Distributors sent some candy to?________________________________

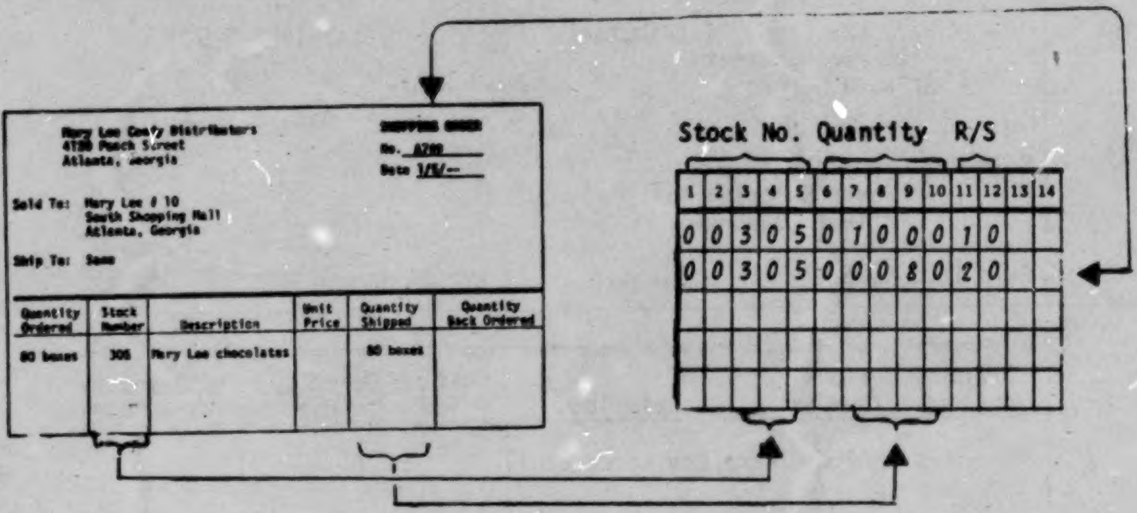
2. How many boxes were sent?________________________________

3. What is the stock number of the candy sent?____________________

(Simulation Page 7)

Entering the Shipping Order on the Coding Form

The Shipping Order is coded on the second line of the Coding Form as shown below:



Mary Lee Candy Distributors
4130 Peach Street
Atlanta, Georgia

SHIPPING ORDER
No. [illegible]
Date 1/15/--

Sold To: Mary Lee # 10
South Shopping Mall
Atlanta, Georgia

Ship To: Same

Quantity Ordered	Stock Number	Description	Unit Price	Quantity Shipped	Quantity Back Ordered
80 boxes	305	Mary Lee chocolates		80 boxes	

Stock No.					Quantity					R/S			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	0	3	0	5	0	1	0	0	0	1	0		
0	0	3	0	5	0	0	0	8	0	2	0		

Answer the following questions:

1. In which columns of the Coding Form was the quantity shipped written? ____________________
2. How many zeroes were needed to fill up the empty spaces? ____________
3. In which columns of the Coding Form was the stock number written? _____
4. How many zeroes were needed to fill up the empty spaces? ____________
5. What number is used to show the kind of report that is being put on the Coding Form? ____________________
6. In which columns is the Shipping Order code number written? __________

Your Job Assignment

Copy the necessary information from these two forms on the Coding Form on page 211. Sharon has put you on your own.

(Simulation Page 8)

Mary Lee Candy Distributors
4120 Peach Street
Atlanta. Georgia

RECEIVING REPORT
No. 9874
Date 1/15/--

Purchased From:

Sweet Chocolate Confectionery Mfg. Co.
4568 Industrial Parkway
New Orleans, Louisiana

Quantity Ordered	Quantity Received	Stock Number	Description	Unit Price
500 boxes	500 boxes	306	Chocolates	

Goods Received 1/10/--
Quantity Checked H.S.V.

Mary Lee Candy Distributors
4120 Peach Street
Atlanta, Georgia

SHIPPING ORDER
No. A750
Date 1/6/--

Sold To: Mary Lee # 19
South Shopping Mall
Atlanta, Georgia

Ship To: Same

Quantity Ordered	Stock Number	Description	Unit Price	Quantity Shipped	Quantity Back Ordered
120 boxes	306	Mary Lee chocolates		120 boxes	

CODING FORM

NAME: ______ LOCATION: Data Processing Department PHONE: ______

PROGRAM: Inventory

______ FORTRAN ______ COBOL ______ AUTOCODER X BASIC

Stock No. Quantity R/S

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
0	0	3	0	5	0	1	0	0	0	1	0																																															
0	0	3	0	5	0	0	0	8	0	2	0																																															

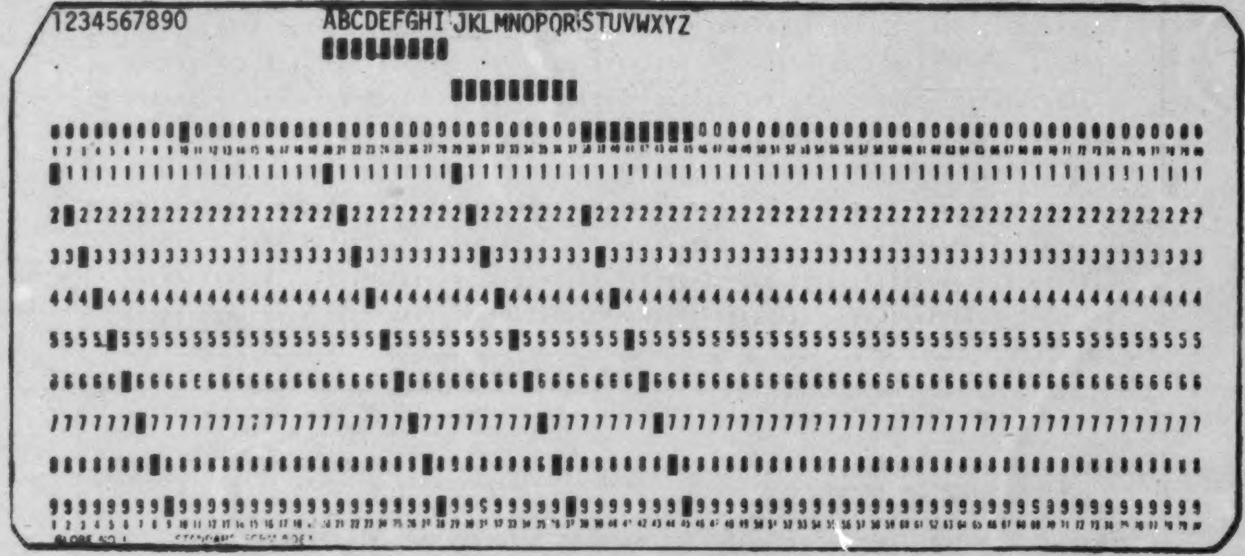
R/S: R stands for Receiving Report; code 10
S stands for Shipping Order; code 10

(Simulation Page 10)

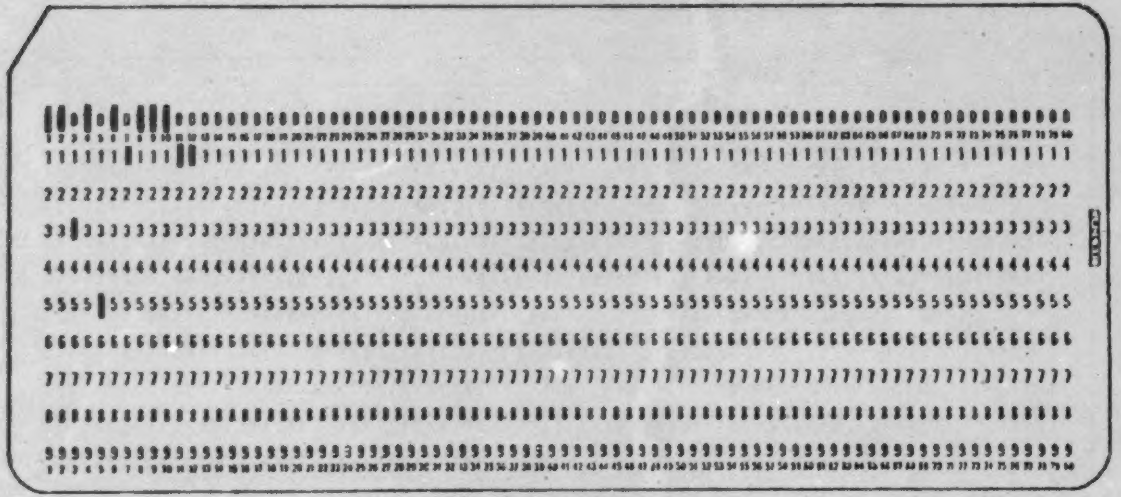
Activity 3

Reading and Punching Cards

Next, you are introduced to Loren LaFave, the computer operator, who is checking a punched card for accuracy. The computer has a reader that can read holes in a punched card. A punched card is shown below. You can read print by means of your eyes and hear words by means of your ears. The computer only reads by means of holes in a card or by magnetic spots on a tape, such as found in a tape recorder.

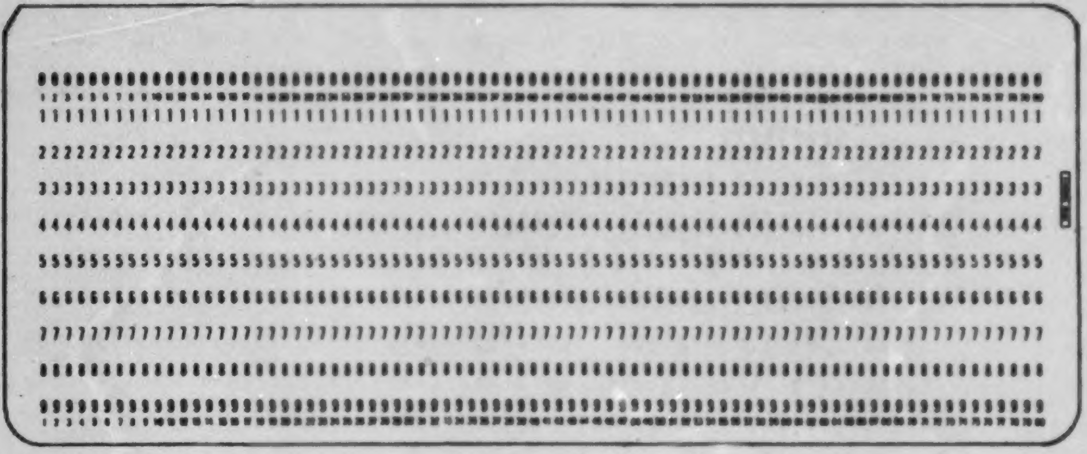


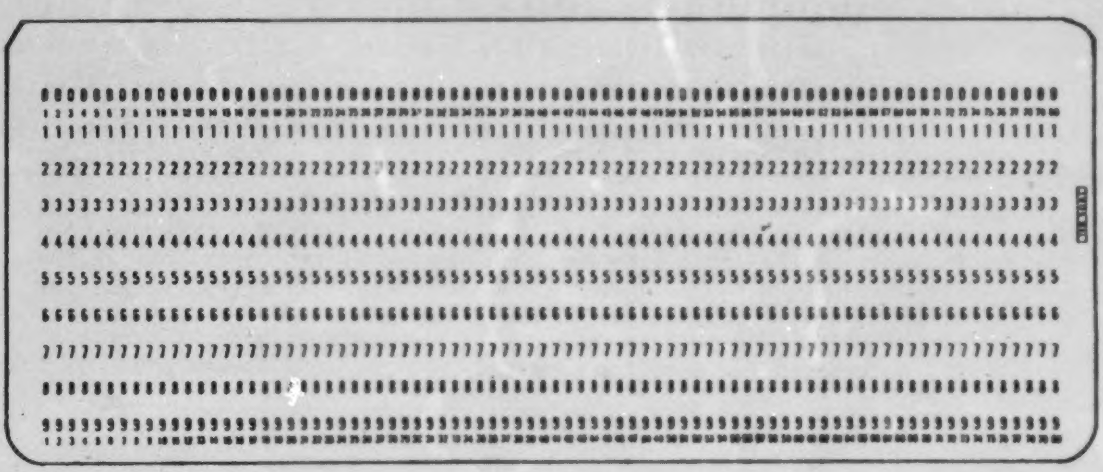
Loren shows you a card with punches in it that are supposed to correspond with the first line on the coding form that you just learned about. He says that each number on the first line has been punched in the card. Notice that the first number on the coding form is 003050100010. Notice that it has been punched into the card below. Also, notice that the first two zeroes have been punched in the card. Now compare number by number to determine whether the rest of the numbers on the card are correct. Did you find any errors? If so, what are they?____

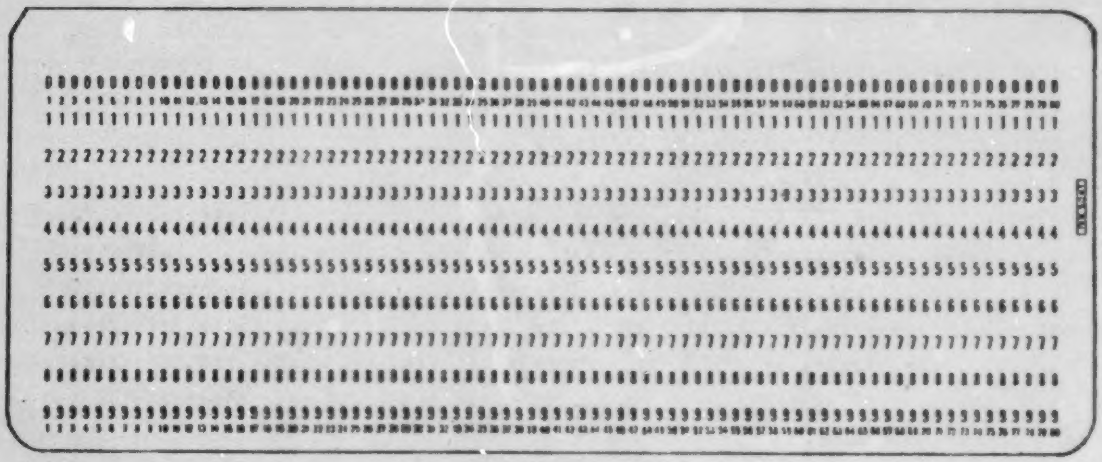


Your Job Assignment

The first line of the coding form has been "punched" on the card illustrated on the previous page. Now, you must punch the numbers from the remaining three lines onto separate cards. Remember that there were two lines on the coding form and you wrote two more. There should be a card for each line on the coding form. Use the cards below and your pencil to "punch" them. If a card punch is available in your school, you can observe a machine that actually punches cards.







Activity 4

Preparing A Program for the Computer

Next, you are introduced to Juan Garcia, a computer programmer, who shows you some instructions he is writing for the computer. He tells you that later these instructions have to be re-written in computer language, which he will show you when he is ready to do that step. He tells you that when you want to solve a problem such as adding and subtracting numerous items from the inventory, you can't just hand the computer the problem. You must prepare detailed instructions, which are put into the computer memory so that it can compute inventory. Suppose that you wanted the computer to do this problem: Subtract 173 from 432.

Below is shown what Juan has been writing.

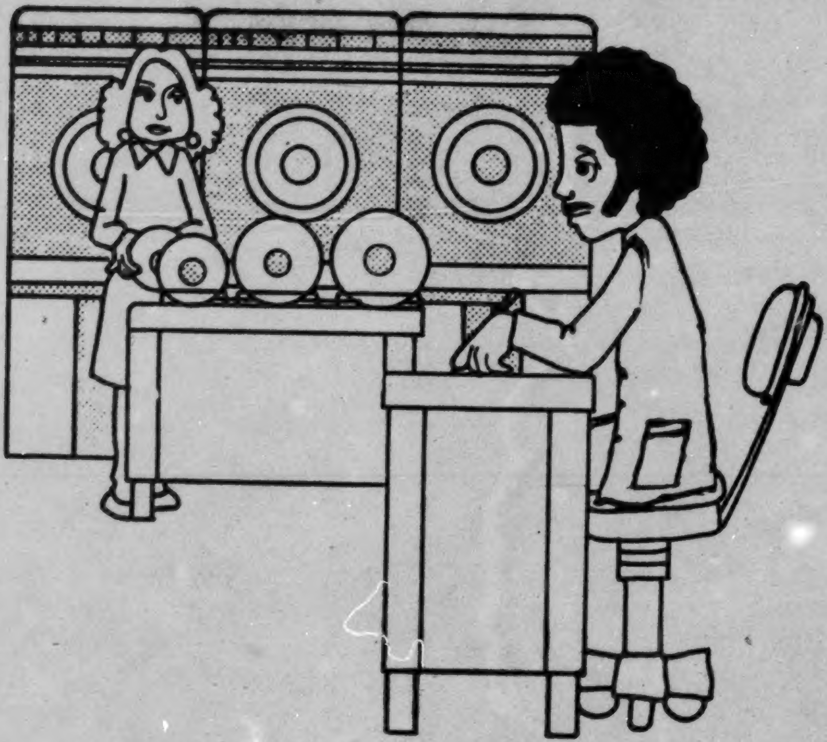
Instructions	Mathematics	Answer Space
1. Read A and B.	1.	
2. A is 432.	2. 432	
3. B is 173.	3. 173	
4. Start at the right. Can 3 be subtracted from 2? If so, subtract. If not, go to the next step.	4. No	
5. Regroup 432 as 420 and 12.	5. 420 + 12	
6. Under 420 + 12, rearrange 173 as 170 and 3.	6. 170 + 3	
7. Subtract 3 from 12. Write 9 in the answer space	7. 12 - 3	9
8. Can 70 be subtracted from 20? If so, do it. If not, go to the next step.	8. No	
9. Regroup 420 as 300 and 120.	9. 320 + 120	
10. Beneath 300 + 120, rearrange 170 as 100 and 70.	10. 100 + 70	
11. Subtract 70 from 120. Put 50 in the answer space.	11. 120 -70	50
12. Can 100 be subtracted from 300? If so, do it.	12. 300 -100 200	
13. Put 200 in the answer space.	13.	200
14. Add all the numbers in the answer spaces.	14.	259

Juan says that programmers have to be able to write instructions for computers before they rewrite them in computer language. He tells you to write instructions for this problem: Subtract 48 from 235. Use the space below. You may or may not need 14 steps. Use as many as needed.

Instructions	Mathematics	Answer Space
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

UNIT 11

WOULD I LIKE TO WORK WITH COMPUTERS



1. Would you like to plan with others in a business which activities will be handled by the data processing department? YES NO
2. Would you like to prepare flow charts that show how a business activity will be handled by the DP department? YES NO
3. Would you like to plan and prepare coding forms? YES NO
4. Would you like to enter information from business papers on a coding form? YES NO
5. Would you like to punch cards? YES NO
6. Would you like to write programs for the computer? YES NO
7. Do you like to solve crossword puzzles? YES NO

If you answered most of the above questions yes, you may want to find out more about data processing jobs and how to prepare for them.

(Simulation Page 15)

UNIT 12

SPENDING A DAY AS A

DIRECTOR OF SALES

FOR A RESORT HOTEL

PURPOSE:

The purpose of this unit is to give students some information about the type of work performed by a Director of Sales (Sales Manager) for a resort hotel.

MAJOR ACTIVITY:

The major activity in this unit is a six-page simulation of the work performed by Betty Marasco, Director of Sales for the Alpen Inn Hotel in Aspen, Colorado. The simulation contains activities that might be performed by a Director of Sales or Sales Manager in any large hotel. The suggested procedures for administering the simulation are listed below.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.

2. Read "Background Information About the Position of Director of Sales for a Hotel or Motel" and "Jobs Available in the Hotel-Motel Industry." (Please see pages 225 and 226.)

During Class:

1. Distribute the simulation packets, then read and discuss the first page with students. (Suggested discussion topics for this page are listed on the teacher's Key, on page 219.)

2. Ask students to complete pages 2 through 5 of the simulation. While they are working, you may wish to read through the Keys to the activities on these pages.

During Class: (Continued)

3. When students complete the first five pages, go through the simulation with them. Check answers and discuss the topics listed on the teacher's Keys.

4. After checking the simulation exercises, have students turn to page 6, of the simulation packet, to answer the questions and discuss the topics listed on that page.

5. If time permits, use one or more of the discussion topics or activities listed below to conclude the unit.

OPTIONAL ACTIVITIES:

1 Examining Values: Distribute, to students, copies of the sheet, "What I Think!" (page 233) and have them complete the 10 open-ended statements. The purpose of this activity is to give students an opportunity to examine their own values as they relate to life and work. Students should not be required to turn in the completed sheets since they may consider this an invasion of their privacy. Rather, go through each item with the class and ask for volunteers to read their sentences. Remember: There are no right or wrong answers.

2 Gathering Information About Hotels and Motels: Have students clip and bring to class newspaper or magazine advertisements of hotels/motels in which they would like to stay, then ask that they write to the hotels/motels to secure brochures and price lists. When all brochures have been received and reviewed, ask each student to write two or three sentences describing the hotel/motel of his/her choice.

Ask students whether they enjoyed the writing exercise, then you may want to tell them that an important aspect of the work performed by a Director of Sales is that of providing prospective customers with information about the facilities of the hotel or motel.

3 Sharing Experiences: Ask students to tell the class about hotels or motels in which they have stayed while on trips or on vacations. Ask them to describe the types of jobs they saw people engaged in at the hotels or motels. Discuss with them the information that all of the jobs in a hotel or motel--from maid to manager--are important to the smooth operation and success of the business.

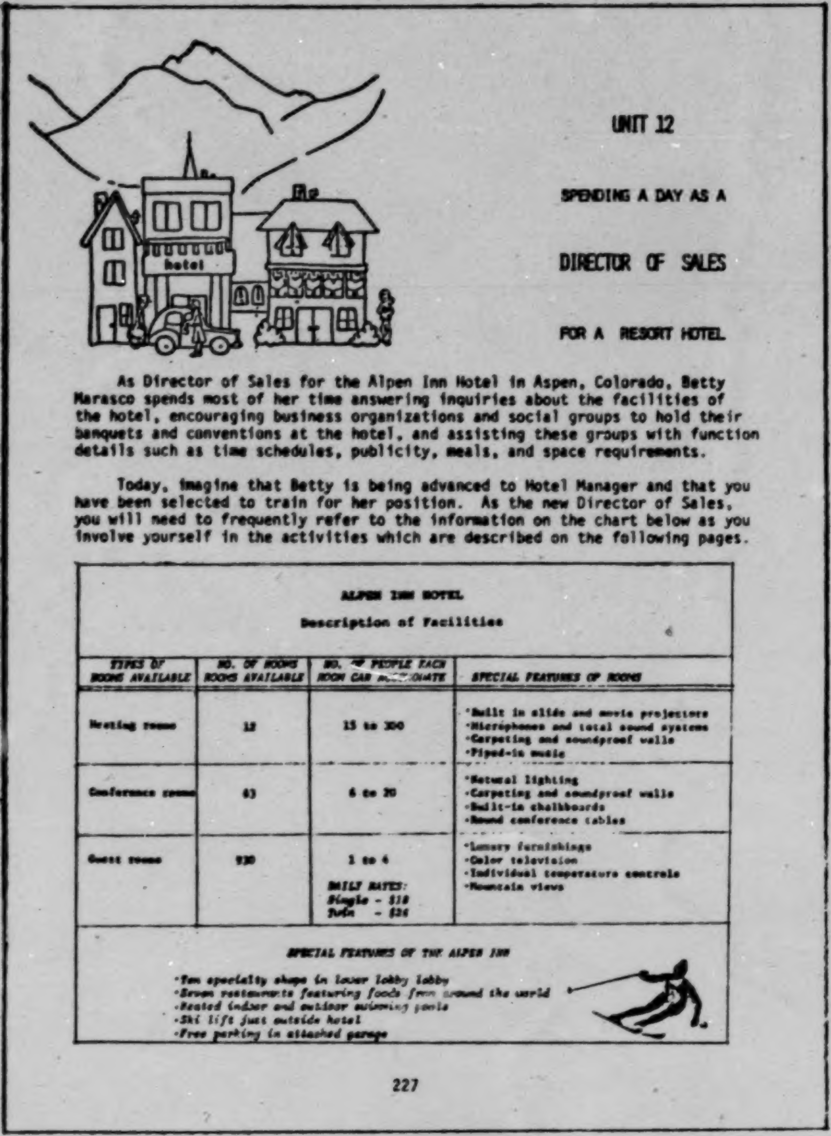
Ask students whether they have seen the movie, "Hotel." Ask students, who have viewed this movie, to describe some of the problems encountered by the management and other employees of the hotel as portrayed in this movie.

4 Library Research: If there are students who want to know more about the hotel/motel industry, suggest that they read Conrad Hilton's book, Be My Guest.

UNIT 12 - TEACHER'S KEY

Simulation Page 1

1. Go over the first page of the simulation activity with students.
    a. Ask the students whether they are acquainted with any people who direct sales operations for a hotel or motel.
    b. If so, ask whether they think these people really do the types of tasks described on the page at the right.
    c. Ask students to describe other types of work performed by Directors of Sales and for what types of organizations these people work.
2. In a discussion, share with students the information that a Director of Sales:
    a. Must be able to write letters that will encourage people to want to use the facilities of a hotel/motel.
    b. Must use clear, direct, and persuasive language.
    c. Must be well groomed and pleasant in manner in order to create a favorable impression.



UNIT 12

SPENDING A DAY AS A

DIRECTOR OF SALES

FOR A RESORT HOTEL

As Director of Sales for the Alpen Inn Hotel in Aspen, Colorado, Betty Marasco spends most of her time answering inquiries about the facilities of the hotel, encouraging business organizations and social groups to hold their banquets and conventions at the hotel, and assisting these groups with function details such as time schedules, publicity, meals, and space requirements.

Today, imagine that Betty is being advanced to Hotel Manager and that you have been selected to train for her position. As the new Director of Sales, you will need to frequently refer to the information on the chart below as you involve yourself in the activities which are described on the following pages.

ALPEN INN HOTEL

Description of Facilities

TYPES OF ROOMS AVAILABLE	NO. OF ROOMS ROOMS AVAILABLE	NO. OF PEOPLE EACH ROOM CAN ACCOMMODATE	SPECIAL FEATURES OF ROOMS
Meeting rooms	12	15 to 300	•Built in slide and movie projectors •Microphones and total sound systems •Carpeting and soundproof walls •Piped-in music
Conference rooms	43	6 to 20	•Natural lighting •Carpeting and soundproof walls •Built-in chalkboards •Round conference tables
Guest rooms	930	1 to 4 DAILY RATES: Single - $18 Twin - $26	•Luxury furnishings •Color television •Individual temperature controls •Mountain views

SPECIAL FEATURES OF THE ALPEN INN

- *Ten specialty shops in lower lobby lobby*
- *Seven restaurants featuring foods from around the world*
- *Heated indoor and outdoor swimming pools*
- *Ski lift just outside hotel*
- *Free parking in attached garage*

Simulation Page 2

1. CHECK:

   Message written by students should contain items shown in the sample message at the right, although wording may vary from that shown.

   You may want to have one or more students read their messages and have the class discuss them.

2. Optional Discussion Topics:

   Discuss with the students why they think it is important to write a brief clear message when writing telegrams.

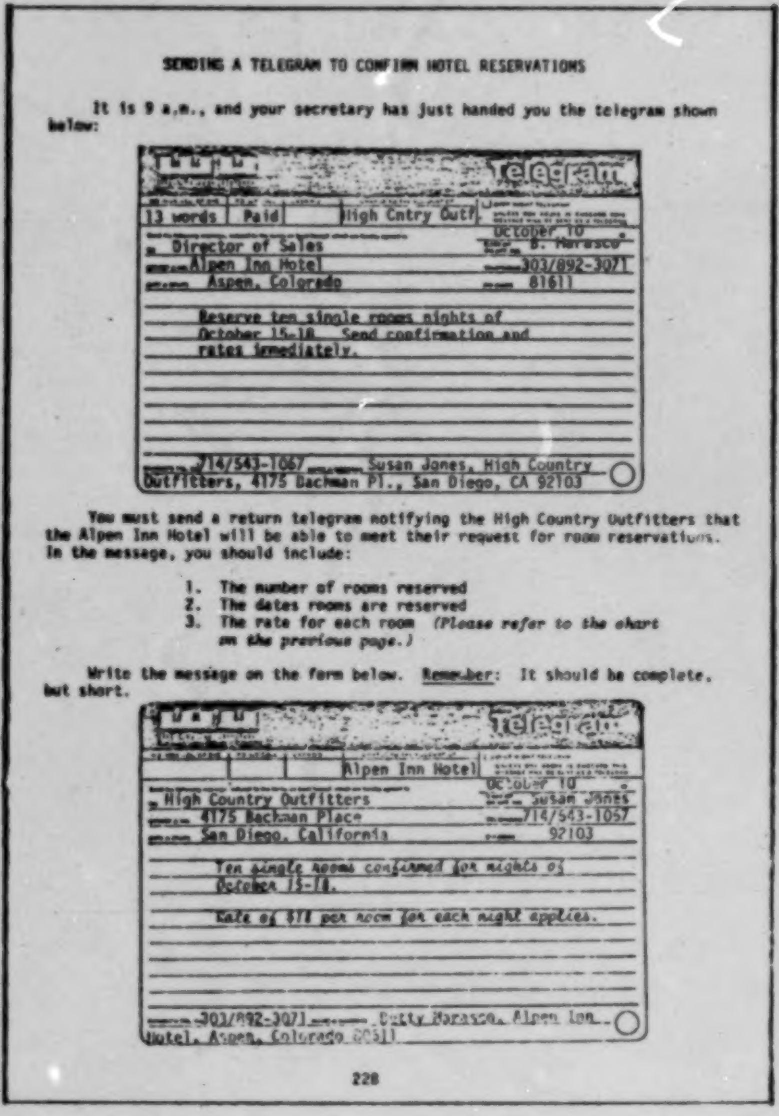
   Reason: The charge for telegrams is by the word; therefore, the message should be short. It needs to be written clearly or the telegram does not accomplish its purpose.

   What do you think High Country Outfitters would do if they could not understand from your message whether or not you had 10 single rooms available.

   High Country Outfitters would either have to go to the expense of calling you to clarify your message or they would book reservations at another hotel.

   What do you think would happen to you as Director of Sales if the Alpen Inn Hotel lost business because of poor communication on your part?

   It is possible you would be reprimanded by a superior, or even fired if too many accounts were lost because of you.



SENDING A TELEGRAM TO CONFIRM HOTEL RESERVATIONS

It is 9 a.m., and your secretary has just handed you the telegram shown below:

Telegram

13 words	Paid		High Cntry Outf

October 10
Director of Sales
B. Marasco
Alpen Inn Hotel
303/892-3071
Aspen, Colorado
81611

Reserve ten single rooms nights of October 15-18. Send confirmation and rates immediately.

714/543-1067 Susan Jones, High Country Outfitters, 4175 Bachman Pl., San Diego, CA 92103

You must send a return telegram notifying the High Country Outfitters that the Alpen Inn Hotel will be able to meet their request for room reservations. In the message, you should include:

1. The number of rooms reserved
2. The dates rooms are reserved
3. The rate for each room *(Please refer to the chart on the previous page.)*

Write the message on the form below. Remember: It should be complete, but short.

Telegram

			Alpen Inn Hotel

October 10
High Country Outfitters
Susan Jones
4175 Bachman Place
714/543-1057
San Diego, California
92103

Ten single rooms confirmed for nights of October 15-18.

Rate of $18 per room for each night applies.

303/892-3071 Betty Marasco, Alpen Inn Hotel, Aspen, Colorado 81611

Simulation Page 3

1. CHECK:

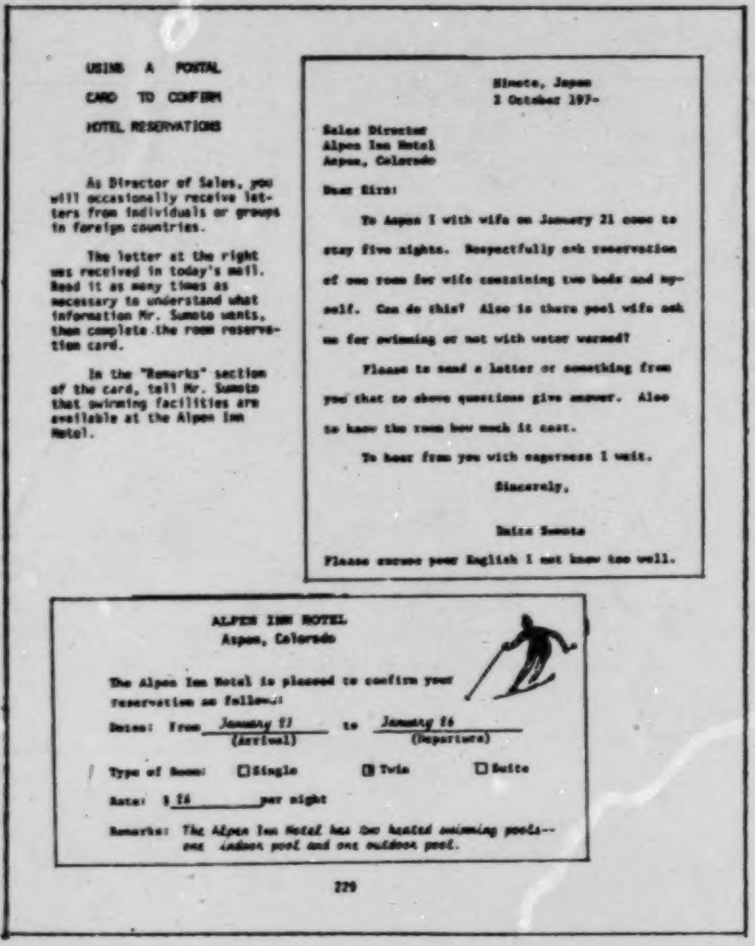
So that students can check their work, read the information written on the confirmation card which is illustrated below.

Read through the letter from Mr. Sumoto and discuss, with students, how the unusual sentence patterns make the letter difficult to understand.

Point out that even when the necessary words are included in a sentence, if its pattern and structure are not in accordance with standard English usage, the sentence may be difficult to understand.

Also, point out to students that if they were to compose letters in Japanese or in some other language foreign to them, their sentence structures may seem very strange to persons receiving the letters. The way words are put together to form sentences varies from one language to another.

Explain that the salutation used in the letter at the right (Dear Sirs) is not used in modern business letters. Tell students that the trend in business is to start all lines of a business letter at the left margin (block style). Another trend is to omit the salutation and complimentary closing lines.



USING A POSTAL
CARD TO CONFIRM
HOTEL RESERVATIONS

As Director of Sales, you will occasionally receive letters from individuals or groups in foreign countries.

The letter at the right was received in today's mail. Read it as many times as necessary to understand what information Mr. Sumoto wants, then complete the room reservation card.

In the "Remarks" section of the card, tell Mr. Sumoto that swimming facilities are available at the Alpen Inn Hotel.

Minato, Japan
2 October 197-

Sales Director
Alpen Inn Hotel
Aspen, Colorado

Dear Sirs:

To Aspen I with wife on January 21 come to stay five nights. Respectfully ask reservation of one room for wife containing two beds and myself. Can do this? Also is there pool wife ask me for swimming or not with water warmed?

Please to send a letter or something from you that to above questions give answer. Also to know the room how much it cost.

To hear from you with eagerness I wait.

Sincerely,

Daizo Sumoto

Please excuse poor English I not know too well.

ALPEN INN HOTEL
Aspen, Colorado

The Alpen Inn Hotel is pleased to confirm your reservation as follows:

Dates: From *January 21* (Arrival) to *January 26* (Departure)

Type of Room: ☐ Single ☒ Twin ☐ Suite

Rate: $ *26* per night

Remarks: *The Alpen Inn Hotel has two heated swimming pools-- one indoor pool and one outdoor pool.*

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2. Optional Activities:

   a. Have students rewrite the Sumoto letter, using standard English sentence structure.

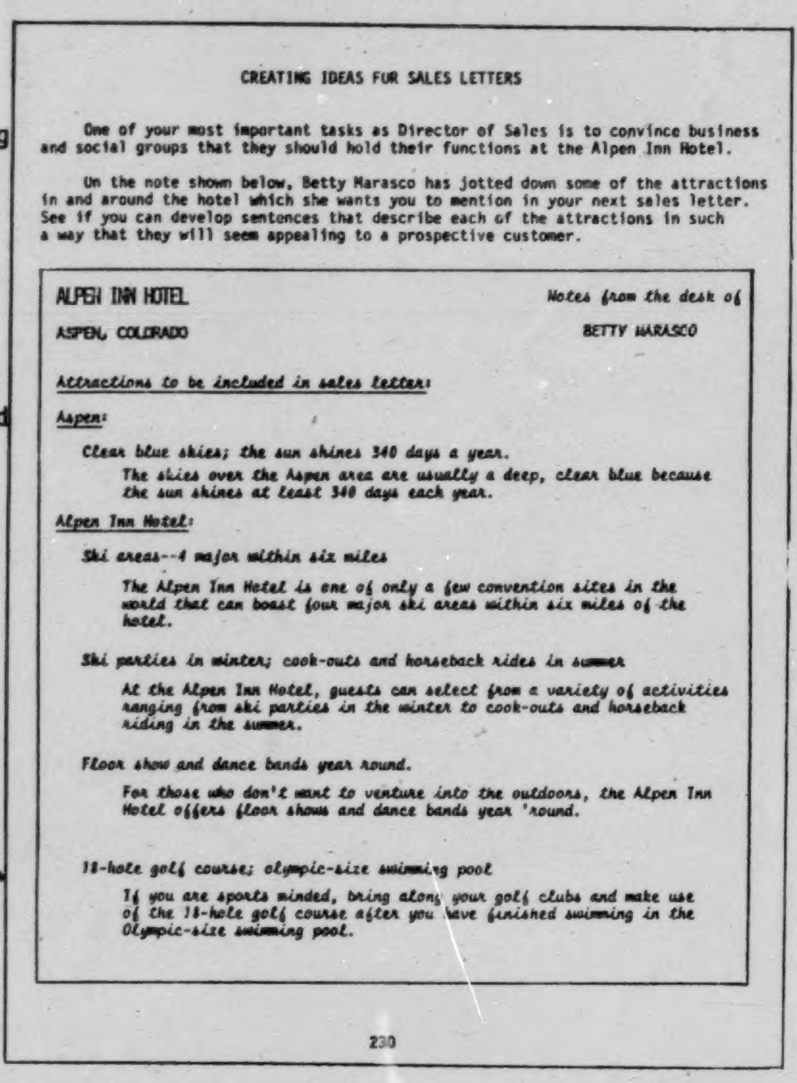
   b. Read, or have a student read, the Sumoto letter aloud. Then ask students to restate, in their own words, what Mr. Sumoto is saying in his letter.

Simulation Page 4

1. CHECK:

Check to see that each statement written by students contains a sentence base (subject and verb) and is a complete sentence.

The illustration below contains sample statements about the attractions in and around the Alpen Inn Hotel.



CREATING IDEAS FOR SALES LETTERS

One of your most important tasks as Director of Sales is to convince business and social groups that they should hold their functions at the Alpen Inn Hotel.

On the note shown below, Betty Marasco has jotted down some of the attractions in and around the hotel which she wants you to mention in your next sales letter. See if you can develop sentences that describe each of the attractions in such a way that they will seem appealing to a prospective customer.

ALPEN INN HOTEL
ASPEN, COLORADO

Notes from the desk of
BETTY MARASCO

Attractions to be included in sales letter:

Aspen:

Clear blue skies; the sun shines 340 days a year.

The skies over the Aspen area are usually a deep, clear blue because the sun shines at least 340 days each year.

Alpen Inn Hotel:

Ski areas--4 major within six miles

The Alpen Inn Hotel is one of only a few convention sites in the world that can boast four major ski areas within six miles of the hotel.

Ski parties in winter; cook-outs and horseback rides in summer

At the Alpen Inn Hotel, guests can select from a variety of activities ranging from ski parties in the winter to cook-outs and horseback riding in the summer.

Floor show and dance bands year round.

For those who don't want to venture into the outdoors, the Alpen Inn Hotel offers floor shows and dance bands year 'round.

18-hole golf course; olympic-size swimming pool

If you are sports minded, bring along your golf clubs and make use of the 18-hole golf course after you have finished swimming in the Olympic-size swimming pool.

2. Optional Discussion Topics:

Ask students if they have ever bought anything or visited a particular place because of a sales letter they have read or because of an advertisement they have seen.

Ask students if they think Aspen would be a good place to spend a vacation. (They should give full reasons for their answers.)

Discuss, with students, the fact that the Director of Sales for a hotel or motel must be able to write the kind of sales letter which will create, in the reader, an interest in the item or service described.

Have students write a sales letter and/or develop a small brochure, using the statements they have written.

Simulation Page 5

1. CHECK:

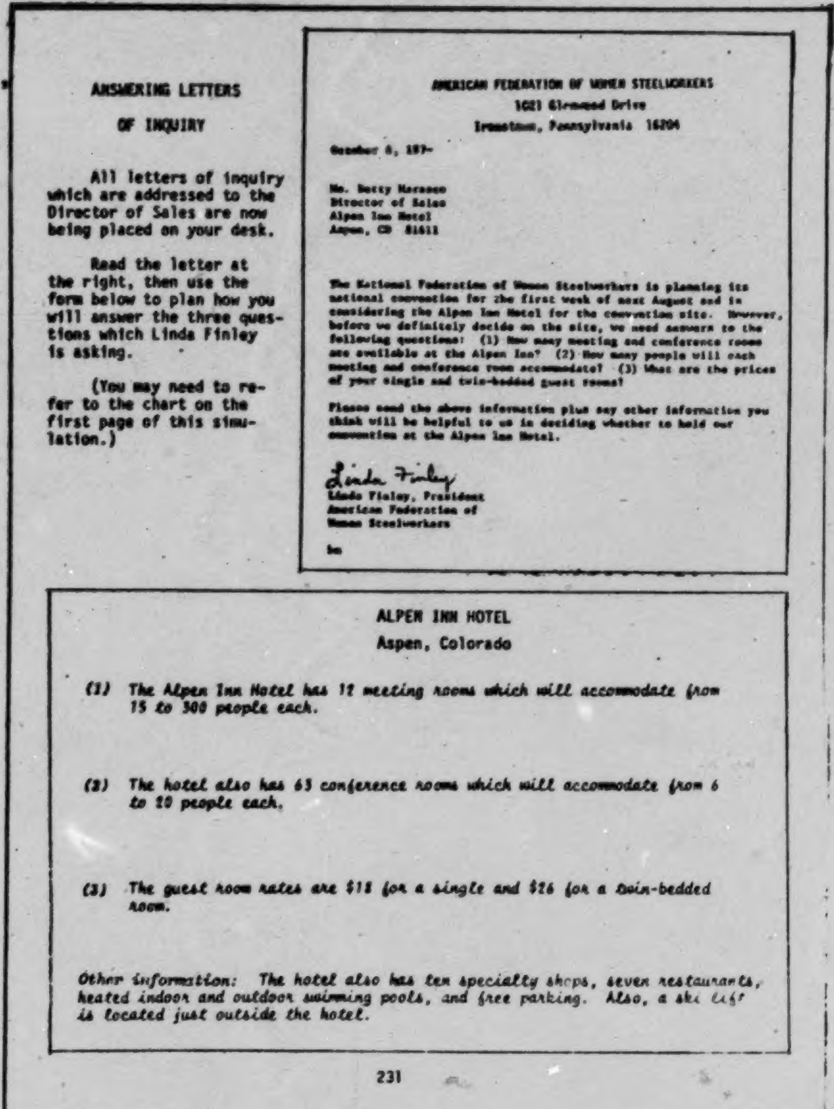
Check to see that each statement written by students contains a sentence base (subject and verb) and is a complete sentence.

Sample statements are listed in the illustration at the right. Although they may differ, statements written by students should contain all of the information which the writer, Linda Finley, is requesting.

2. Optional Discussion Topic:

Have students compare the typing style of the Sumoto letter with that of the Linda Finley letter.

Tell students that many businesses are now using the style or format of the Finley letter.



ANSWERING LETTERS

OF INQUIRY

All letters of inquiry which are addressed to the Director of Sales are now being placed on your desk.

Read the letter at the right, then use the form below to plan how you will answer the three questions which Linda Finley is asking.

(You may need to refer to the chart on the first page of this simulation.)

AMERICAN FEDERATION OF WOMEN STEELWORKERS
1021 Glenwood Drive
Irontown, Pennsylvania 16204

October 6, 197-

Ms. Betty Marasco
Director of Sales
Alpen Inn Hotel
Aspen, CO 81611

The National Federation of Women Steelworkers is planning its national convention for the first week of next August and is considering the Alpen Inn Hotel for the convention site. However, before we definitely decide on the site, we need answers to the following questions: (1) How many meeting and conference rooms are available at the Alpen Inn? (2) How many people will each meeting and conference room accommodate? (3) What are the prices of your single and twin-bedded guest rooms?

Please send the above information plus any other information you think will be helpful to us in deciding whether to hold our convention at the Alpen Inn Hotel.

Linda Finley
Linda Finley, President
American Federation of
Women Steelworkers

bn

ALPEN INN HOTEL
Aspen, Colorado

(1) The Alpen Inn Hotel has 12 meeting rooms which will accommodate from 15 to 300 people each.

(2) The hotel also has 63 conference rooms which will accommodate from 6 to 10 people each.

(3) The guest room rates are $18 for a single and $26 for a twin-bedded room.

Other information: The hotel also has ten specialty shops, seven restaurants, heated indoor and outdoor swimming pools, and free parking. Also, a ski lift is located just outside the hotel.

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Simulation Page 6

The questions listed on this page of the simulation provide students with an opportunity to begin thinking about their own interests and abilities and to compare them with the characteristics needed to succeed in the occupation with which this unit is concerned.

CAN YOU PICTURE YOURSELF AS A DIRECTOR OF SALES FOR A HOTEL OR MOTEL?

		(Circle One)	
1.	Do you like to be in places where people are always coming or going?	YES	NO
2.	Can you clearly describe, in an interesting way, places you have visited?	YES	NO
3.	Would you like to plan such events as meetings, banquets, and auditorium programs?	YES	NO
4.	Do you like to write letters?	YES	NO
5.	Are you tactful when dealing with others?	YES	NO
6.	Do you enjoy talking with people whom you have just met?	YES	NO
7.	Are you generally able to persuade other people to accept your points of view?	YES	NO

If your answers to most of the above questions are "yes," chances are you would enjoy working in the Sales Department of a hotel or motel.

BACKGROUND INFORMATION ABOUT THE POSITION OF DIRECTOR OF SALES FOR A HOTEL OR MOTEL

The Director of Sales for a hotel or motel has the responsibility of promoting maximum use of the hotel's facilities. To accomplish this, persons holding such a position must communicate to the general public what the hotel has to offer in the way of room accommodations, entertainment, and facilities for such functions as receptions, meetings, banquets, and conventions.

Directors of Sales frequently find themselves involved in the following types of activities:

..Contacting business and social groups to solicit business

..Sending prospective customers literature or brochures which describe the facilities of the hotel

..Helping customers plan function details such as space requirements, publicity, meals, time schedules, and special equipment needs

..Serving as an advisor or consultant during functions to minimize problems.

..Renting exhibition space to manufacturers and dealers

..Assuming general administrative duties in the absence of the general manager

Training Required:

In addition to successful hotel experience, persons aspiring to be Directors of Sales for a hotel or motel should have some training, beyond the high school level, in hotel management and administration. Students entering such a program immediately after high school graduation can obtain the needed experience by working, during summer vacations, in hotels or restaurants on such jobs as room clerks, information clerks, bellhops, and reservation clerks.

Opportunities for Advancement:

The successful Director of Sales, who has had formal training in hotel administration and who has acquired the desired amount of experience, may advance to a top managerial position.

Employment Outlook:

During the next ten years, it is expected that there will be a rapid increase in the number of openings for hotel managers and a corresponding increase for Directors of Sales.

JOBS AVAILABLE IN THE HOTEL-MOTEL INDUSTRY*

Entry Jobs For Beginners—Positions for which you may qualify without special training.

Title	Department	Description	Opportunity For Advancement
Baker's Helper	Food Preparation	Helps baker in mixing dough and baking	Assistant Baker
Bar Boy	Food Service	Helps bartender in receiving supplies and in keeping bar area clean	Bartender
Bellman	Front Office	Rooms guests and performs tasks assigned by bell captain	Assistant Bell Captain, Room Clerk
Busboy (girl)	Food Service	Assists waiters in serving dining room patrons	Waiter, Waitress
Dish Machine Operator	Food Preparation	Scrapes and stacks dishes and inserts in dishwashing machine. After cleaning, carries to racks	Head Dish Machine Operator
Doorman	Front Office	Assists guests upon arrival and departure from hotel	Superintendent of Service
Elevator Operator	Front Office	Operates elevator conveying persons or equipment	Starter
Houseman	Housekeeping	Sets and clears public function rooms for functions, meetings, exhibits and does general cleaning and vacuuming	Head Houseman
Linen Room Attendant	Housekeeping	Handles inventory of linen room supplies.	Floor Housekeeper
Housekeeper	Housekeeping	Cleans and puts guest rooms in order.	Inspectress to Assistant Housekeeper
Maintenance Utility Man	Maintenance	General repair and maintenance work.	Maintenance Supervisor
Porter	Front Office	Keeps lobby, arcades and stairways clean	Head Porter
Seamstress	Housekeeping	Sews and mends linens	Head Seamstress
Utility Man	Food Preparation	Cleans kitchen equipment and ice boxes	Pantryman
Waiter	Food Service	Takes orders for and serves food and beverages to guests.	Captain or Assistant Headwaiter
Window Washer	Housekeeping	Washes windows and mirrors	
Shampoo Man	Housekeeping	Shampoos carpets and upholstered furniture	

Jobs For Persons With Special Training or Experience.

Assistant Housekeeper	Housekeeping	Supervises work of housekeeper (houseman) in assigned area	Executive Housekeeper
Assistant Manager	Front Office	Assists General and Resident Manager in discharging their duties. Performs specific assignments.	Resident Manager
Auditor	Accounting	Supervises all accounts and postings. Submits financial reports and supervises purchasing.	Resident Manager
Baker	Food Preparation	Prepares dough and bakes bread and rolls.	Head Baker
Bartender	Food Service	Serves patrons in bar and cocktail lounge.	Head Bartender

Title	Department	Description	Opportunity For Advancement
Cashier	Front Office	Records various transactions of guest accounts. Makes financial settlement with guest at check-out time	Accountant
Engineer	Maintenance	Keeps track of heating, plumbing and electrical systems. Makes minor repairs to machinery	Chief Engineer
Front Office Manager	Front Office	Acts as liaison between guest and hotel for reservations, registration and information	Resident Manager
Hostess	Food Service	Supervises coffee shop operation and service of food and beverage	Restaurant Manager
Maitre d'hotel	Food Service	Supervises the service of public dining and banquet rooms	Director of Food & Beverage
Pantry Worker	Food Preparation	Prepares salads, fruit, juices, toast. Makes coffee and tea	Head Pantry Man
Restaurant Cashier	Food Service	Receives payment for food and beverages	Accountant
Room Clerk	Front Office	Handles actual registration of guests.	Front Office Mgr
Starter	Front Office	Supervises employees operating elevators	Superintendent of Service
Steward	Food Service	Keeps kitchen stocked with china, glass, and silver. Supervises dishwashers	Kitchen Supervisor
Upholsterer-Refinisher	Housekeeping	Repairs and rebuilds broken furniture	Head Upholster
Cabinet Maker Carpenter-Painters	Housekeeping		
Banquet Chef	Food Preparation	Supervises and takes part in preparation of food for banquets	Executive Chef
Catering Manager	Food Service	Sells banquets and supervises banquet service	Director of Food & Beverage
Director of Food & Beverage	Food Service	Directs all activities pertaining to the service of food and beverage	General Manager
Director of Sales	Sales	Sells convention facilities for meetings, banquets, receptions	General Manager
Executive Chef	Food Preparation	Supervises preparation and servicing of all food in the kitchen	Supervisor more than one operation
Director of Guest Services (Executive Housekeeper)	Housekeeping	Supervises all housekeeping personnel. In charge of renovation and purchasing of housekeeping supplies. Decorating	Supervisor more than one operation
General Manager		Supervises activities within the hotel. Responsible for coordination of all departments	Managing Director
Purchasing Agent	Food Preparation	Purchases food and beverage	Restaurant Manager
Resident Manager	Front Office	Takes over for manager in his absence. Usually handles special duties assigned by manager	General Manager
Restaurant Manager	Food Service	Supervises service of food in public dining rooms	Catering Manager

---

*Taken from a brochure prepared by the Brown Palace Hotel for use by the Denver Public Schools.

UNIT 12

SPENDING A DAY AS A DIRECTOR OF SALES FOR A RESORT HOTEL

As Director of Sales for the Alpen Inn Hotel in Aspen, Colorado, Betty Marasco spends most of her time answering inquiries about the facilities of the hotel, encouraging business organizations and social groups to hold their banquets and conventions at the hotel, and assisting these groups with function details such as time schedules, publicity, meals, and space requirements.

Today, imagine that Betty is being advanced to Hotel Manager and that you have been selected to train for her position. As the new Director of Sales, you will need to frequently refer to the information on the chart below as you involve yourself in the activities which are described on the following pages.

ALPEN INN HOTEL

Description of Facilities

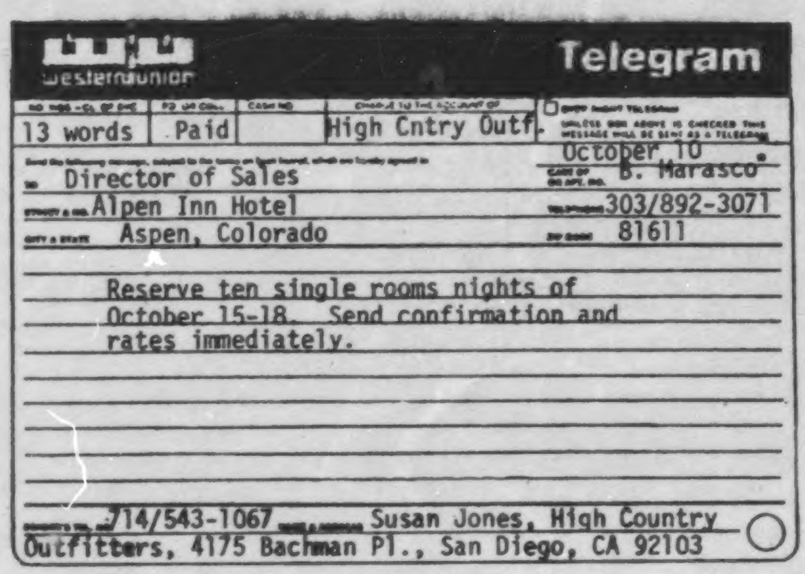
TYPES OF ROOMS AVAILABLE	*NO. OF ROOMS ROOMS AVAILABLE*	*NO. OF PEOPLE EACH ROOM CAN ACCOMODATE*	*SPECIAL FEATURES OF ROOMS*
Meeting rooms	12	15 to 300	•Built in slide and movie projectors •Microphones and total sound systems •Carpeting and soundproof walls •Piped-in music
Conference rooms	63	6 to 20	•Natural lighting •Carpeting and soundproof walls •Built-in chalkboards •Round conference tables
Guest rooms	930	1 to 4 *DAILY RATES:* *Single - $18* *Twin - $26*	•Luxury furnishings •Color television •Individual temperature controls •Mountain views

SPECIAL FEATURES OF THE ALPEN INN

- *Ten specialty shops in lower lobby lobby*
- *Seven restaurants featuring foods from around the world*
- *Heated indoor and outdoor swimming pools*
- *Ski lift just outside hotel*
- *Free parking in attached garage*

SENDING A TELEGRAM TO CONFIRM HOTEL RESERVATIONS

It is 9 a.m., and your secretary has just handed you the telegram shown below:



westernunion Telegram

13 words	Paid		High Cntry Outf.	☐

October 10

Director of Sales — B. Marasco

Alpen Inn Hotel — 303/892-3071

Aspen, Colorado — 81611

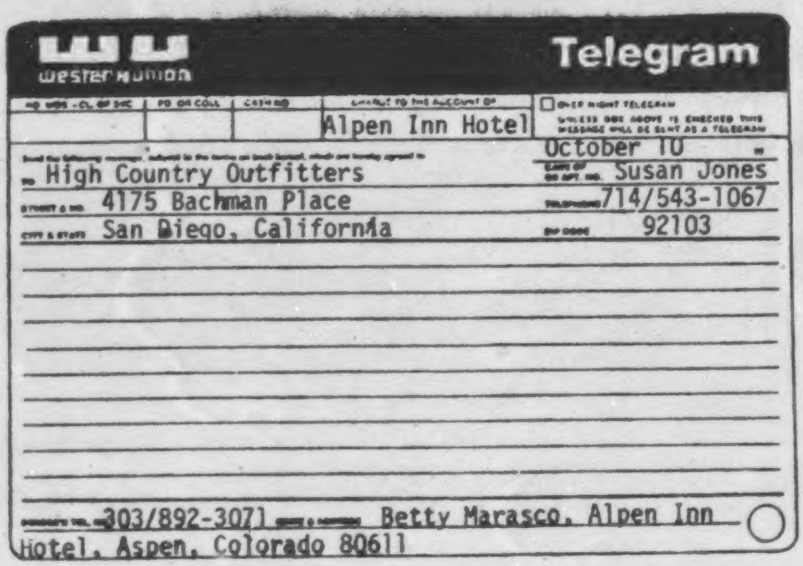
Reserve ten single rooms nights of October 15-18. Send confirmation and rates immediately.

714/543-1067 Susan Jones, High Country Outfitters, 4175 Bachman Pl., San Diego, CA 92103 ○

You must send a return telegram notifying the High Country Outfitters that the Alpen Inn Hotel will be able to meet their request for room reservations. In the message, you should include:

1. The number of rooms reserved
2. The dates rooms are reserved
3. The rate for each room *(Please refer to the chart on the previous page.)*

Write the message on the form below. Remember: It should be complete, but short.



westernunion Telegram

			Alpen Inn Hotel	☐

October 10

High Country Outfitters — Susan Jones

4175 Bachman Place — 714/543-1067

San Diego, California — 92103

303/892-3071 Betty Marasco, Alpen Inn Hotel, Aspen, Colorado 80611 ○

USING A POSTAL CARD TO CONFIRM HOTEL RESERVATIONS

As Director of Sales, you will occasionally receive letters from individuals or groups in foreign countries.

The letter at the right was received in today's mail. Read it as many times as necessary to understand what information Mr. Sumoto wants, then complete the room reservation card.

In the "Remarks" section of the card, tell Mr. Sumoto that swimming facilities are available at the Alpen Inn Hotel.

Nimoto, Japan
2 October 197-

Sales Director
Alpen Inn Hotel
Aspen, Colorado

Dear Sirs:

To Aspen I with wife on January 21 come to stay five nights. Respectfully ask reservation of one room for wife containing two beds and myself. Can do this? Also is there pool wife ask me for swimming or not with water warmed?

Please to send a letter or something from you that to above questions give answer. Also to know the room how much it cost.

To hear from you with eagerness I wait.

Sincerely,

Imito Sumoto

Please excuse poor English I not know too well.

ALPEN INN HOTEL
Aspen, Colorado

The Alpen Inn Hotel is pleased to confirm your reservation as follows:

Dates: From ________________ to ________________
(Arrival) (Departure)

Type of Room: ☐ Single ☐ Twin ☐ Suite

Rate: $__________ per night

Remarks:

CREATING IDEAS FOR SALES LETTERS

One of your most important tasks as Director of Sales is to convince business and social groups that they should hold their functions at the Alpen Inn Hotel.

On the note shown below, Betty Marasco has jotted down some of the attractions in and around the hotel which she wants you to mention in your next sales letter. See if you can develop sentences that describe each of the attractions in such a way that they will seem appealing to a prospective customer.

ALPEN INN HOTEL

ASPEN, COLORADO

Notes from the desk of

BETTY MARASCO

Attractions to be included in sales letter:

Aspen:

Clear blue skies; the sun shines 340 days a year.

Alpen Inn Hotel:

Ski areas--4 major within six miles

Ski parties in winter; cook-outs and horseback rides in summer

Floor show and dance bands year round.

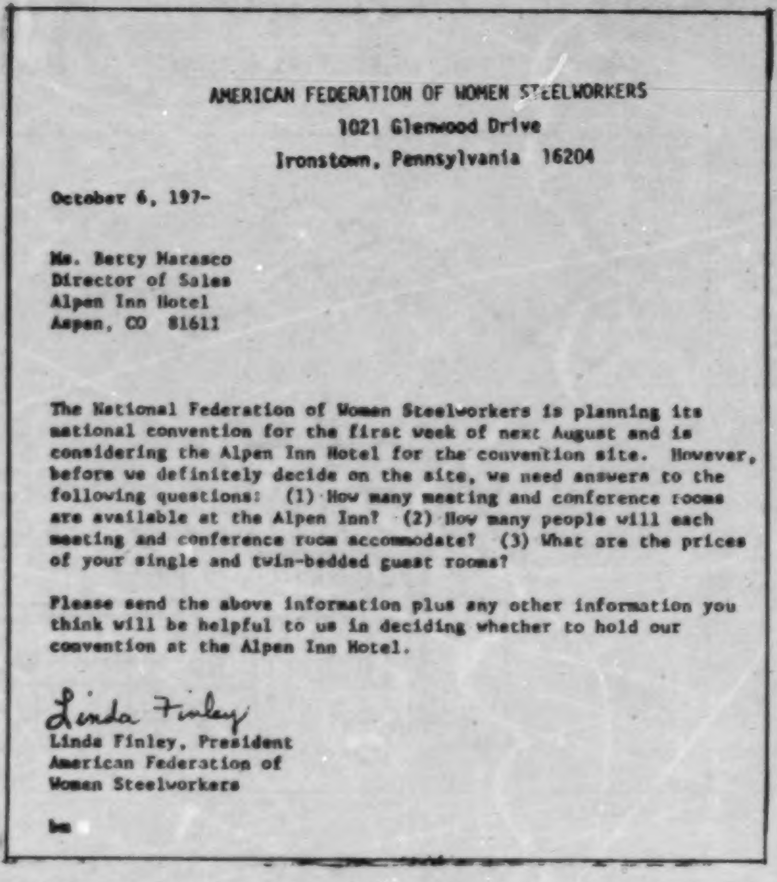
18-hole golf course; olympic-size swimming pool

ANSWERING LETTERS OF INQUIRY

All letters of inquiry which are addressed to the Director of Sales are now being placed on your desk.

Read the letter at the right, then use the form below to plan how you will answer the three questions which Linda Finley is asking.

(You may need to refer to the chart on the first page of this simulation.)



AMERICAN FEDERATION OF WOMEN STEELWORKERS
1021 Glenwood Drive
Ironstown, Pennsylvania 16204

October 6, 197-

Ms. Betty Marasco
Director of Sales
Alpen Inn Hotel
Aspen, CO 81611

The National Federation of Women Steelworkers is planning its national convention for the first week of next August and is considering the Alpen Inn Hotel for the convention site. However, before we definitely decide on the site, we need answers to the following questions: (1) How many meeting and conference rooms are available at the Alpen Inn? (2) How many people will each meeting and conference room accommodate? (3) What are the prices of your single and twin-bedded guest rooms?

Please send the above information plus any other information you think will be helpful to us in deciding whether to hold our convention at the Alpen Inn Hotel.

Linda Finley
Linda Finley, President
American Federation of
Women Steelworkers

bm

ALPEN INN HOTEL
Aspen, Colorado

(1)

(2)

(3)

Other information:

CAN YOU PICTURE YOURSELF AS A DIRECTOR OF SALES FOR A HOTEL OR MOTEL?

	(Circle One)	
1. Do you like to be in places where people are always coming or going?	YES	NO
2. Can you clearly describe, in an interesting way, places you have visited?	YES	NO
3. Would you like to plan such events as meetings, banquets, and auditorium programs?	YES	NO
4. Do you like to write letters?	YES	NO
5. Are you tactful when dealing with others?	YES	NO
6. Do you enjoy talking with people whom you have just met?	YES	NO
7. Are you generally able to persuade other people to accept your points of view?	YES	NO

If your answers to most of the above questions are "yes," chances are you would enjoy working in the Sales Department of a hotel or motel.

Optional Activity Sheet

WHAT I THINK!

Completing open-ended or unfinished statements helps a person learn more about him- or herself. As you complete the statements listed below, honest tell how you *really* feel.

1. If I were 21 years old, I would________________________________
____
2. If I worked in an office, I________________________________
____
3. People over 30 are________________________________
____
4. I believe most people work because________________________________
____
5. If I were a boss and my secretary came in late every day, I would____
____
6. I like to be around people who________________________________
____
7. If I saw a fellow worker stealing on the job, I would______________
____
8. People who work in the same place for 30 years are usually__________
____
9. When the boss does something a worker doesn't like, I think the worker should________________________________
10. The best way to get a promotion on the job is to ________________
____
11. I am proud of myself because________________________________
____

Now, give some thought to your responses. Did more than one answer come to your mind when you were completing some of the statements? What do your answers tell you about yourself? (You need not write answers to these questions.)

HAWAII
EUROPE

UNIT 13

LEARNING ABOUT THE CAREER OF A TRAVEL AGENT

PURPOSE:

This unit is designed to give students an opportunity to assume the role of a travel agent for a day.

MAJOR ACTIVITY:

The major activity in this unit is a six-page simulation of the work performed by a travel agent for the World-Wide Travel Agency, of Long Island City, New York. The suggested procedures for administering the simulation are listed below:

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Travel Agents," on page 245.
3. Read "Robin Wells' Dialogue," on page 237. When the simulation begins, you will read this dialogue to the class.)
4. Write the names Puerto Rico and San Juan on the chalkboard. Some of your students may find them difficult to spell.)

During Class:

1. Distribute the simulation packets, then read and discuss the first page with students. Suggested discussion topics for this page are listed on the Teacher's Key, on page 238.
2. Ask students to turn to the second page of the simulation. Explain that they are to assume the roles of travel agents while you assume the role of Robin Wells, a customer of the World-Wide Travel Agency. Explain, also, that you will tell them about a trip you (Robin Wells) want them to plan for you: and they are to write notes on the "Trip Planning Form" so that they can make your travel arrangements. Tell students that they will use their notes to complete all other travel forms.

During Class: *(continued)*

3. As you read aloud (in a conversational tone) "Robin Hells' Dialogue," have your students take notes on their "Trip Planning Forms."

4. After reading the dialogue, tell students that they must use their notes to complete the other travel forms in the simulation packet.

5. Call students' attention to the PAN AM Timetable on page 249, then show them how to convert the times shown on this table (24-hour clock) to standard time (12-hour clock).

6. When students finish all of the activities, go through the entire simulation with them. Check answers and discuss the topics shown on the teacher's keys.

7. If time permits, involve the class in one or more of the optional activities listed below.

OPTIONAL ACTIVITIES:

1. Preparing an Itinerary (travel schedule): Have students use the Optional Activity Sheet, page 253, to prepare an itinerary for Robin Wells. They will need to refer to the notes on their "Trip Planning Forms," and you may want to write the following information on the chalkboard:

   On Tuesday, July 17, Robin will board PAN AM Flight 271 at New York's Kennedy International Airport. Upon arrival in San Juan, a limousine can be taken from the airport to the El Convento Hotel.

   On July 18 at 9:00 a.m., a tour bus will leave the El Convento Hotel for Rain Forest. At 10:00 a.m. on July 19, a rental car will be at Robin's disposal for the drive to the beach; and at 8:00 p.m. on this same day, a bus will leave the hotel for the night club area.

   Upon arrival in St. Thomas on July 20, Robin can take a limousine from the airport to the Bluebeard's Castle Hotel.

   On July 21 at 9:00 a.m., a bus will leave the Bluebeard's Castle Hotel for Red Hook Landing where Robin can board the ferry to St. Johns Island. On July 22 at 8:50 a.m., a bus will leave the hotel for the downtown shopping area, and at 1:30 p.m. on this same day, a rental car will be available to Robin for the drive to the beach.

2. Class Discussion: Have students discuss some "Do's and Don't's" for effective listening. For example: To listen effectively, a person should keep his or her eyes on the speaker. And, a careful listener does not allow him/herself to become distracted.

3. Identifying Objects from Oral Descriptions: This exercise gives students an opportunity to guess the identity of eight objects from oral descriptions. The procedures are listed on the following page.

OPTIONAL ACTIVITIES:

3. (continued)

   a. Have students write the numbers, 1 through 8, in a vertical column on the left side of a sheet of paper.

   b. Read each of the descriptions listed below; then have students write, on their papers, the name of whatever it is you are describing.

   c. Have students compare their answers with the correct ones.

DESCRIPTION 1: We can hang on the wall or sit on a desk. We come in many colors and shapes. We don't say much, only ring, hum, or beep: but without us, you'd get too much sleep. (Answer: Alarm Clock)

DESCRIPTION 2: Some people look at me and think I'm beautiful while others just shake their heads in puzzlement and walk on by. I've been framed. (Answer: Picture)

DESCRIPTION 3: When I'm served, I go "crunch." Often, you'll have me as a part of your lunch. I am stored in a cardboard box with wax lining so my freshness will remain. (Answer: Crackers)

DESCRIPTION 4: I'm a shaft of wood with a lead bottom and a soft top. One end gets rid of the mistakes that the other end makes. (Answer· Pencil)

DESCRIPTION 5: If all you want is a date, that's what I'm around for. (Answer: Calendar)

DESCRIPTION 6: I'm all bottled up. I'm smooth and creamy; I smell good, too. More women than men use me. When I'm put on, no one can see me. (Answer: Lotion)

DESCRIPTION 7: My sole purpose for existence is to go "round in circles with a lot of weight on me and with pressure in me. I bite the dust often, but that alone will seldom deflate me. My greatest fear is that I will be nailed. (Answer: Tire)

DESCRIPTION 8: I'm short and strong and stand over water on street corners everywhere. How I pray for some feet instead of foundation of concrete whenever I see a dog anxiously running my way. (Answer: Fire Hydrant)

4. Restructuring a Story from Memory: Read a short story to your class, but do not allow students to take notes. After the reading ask students to write the story as they remember it. Have several students read their versions, then have the class compare these versions with the original story. Discuss possible reasons for the differences between a student's version and the original story. Point out that each of us goes through a different process of reacting to and evaluating what we see and hear. Therefore, all people do not comprehend in like fashion.

ROBIN WELLS' DIALOGUE

(To be read aloud to the class as they take notes on the Trip Planning Form.)

Hi. I'm Robin Wells and you made travel arrangements for my vacation last year. Now I'm ready to go on another vacation, and this year I have decided to go to Puerto Rico and to St. Thomas in the Virgin Islands. I want you to make all my arrangements as usual, so I'll tell you just what I want and you can make notes. O.K.?

The first day of my vacation is Tuesday, July 17; and on the morning of that day, I would like to fly from New York City to San Juan, Puerto Rico. I want to stay for three nights at the El Convento Hotel--that's spelled E-L C-O-N-V-E-N-T-O. My best friend is going to be staying at the El Convento at the same time I'll be there; otherwise I would just stay at the Hilton.

On the second day, Wednesday the 18th, I would like you to arrange a sightseeing tour of the island for me. Be sure the tour includes the Rain Forest. My friend, Larry Parker, went to Puerto Rico two years ago and has been talking about the Rain Forest ever since; and I want to find out if it is as interesting as Larry says, which I don't expect it to be.

I will spend the third day at the beach, but I want you to arrange a night club tour in the evening for me. I have friends who took a night club tour in San Juan last year, and they said it was really great!

On the afternoon of the fourth day, July 20th, I want to fly to St. Thomas in the Virgin Islands for three days and nights. So make a flight reservation for me from San Juan to St. Thomas for July 20th.

While at St. Thomas, I want to stay at the Bluebeard's Castle Hotel. I understand there is only one real town on St. Thomas. Is that right? On July 21, I want to visit the Virgin Islands National Park on St. Johns Island.

On July 22, I would like you to arrange a shopping tour of St. Thomas; and later, I will maybe go to the beach. Then on the seventh day, July 23, I want to fly back to New York City on an afternoon flight.

Another thing I forgot to mention, I don't want to pay a fortune for the hotels in Puerto Rico and St. Thomas. Someone told me I could get a single room at those hotels for $23 a day in July, and that is the rate I would like.

Call me when you have made all the arrangements, and I will come in to pick up my tickets. My telephone number is 678-2455.

UNIT 13 - TEACHER"S KEY

Simulation Page 1:

1. Go over page 1 of the simulation activity with students.

   a. Ask students whether they are acquainted with any people who are travel agents.

   b. If so, ask whether they think the travel agents, whom they know, really do the types of tasks described in the second paragraph.

   c. Ask students to describe other types of work performed by the travel agents whom they know.

2. In a discussion, share with students the following information:

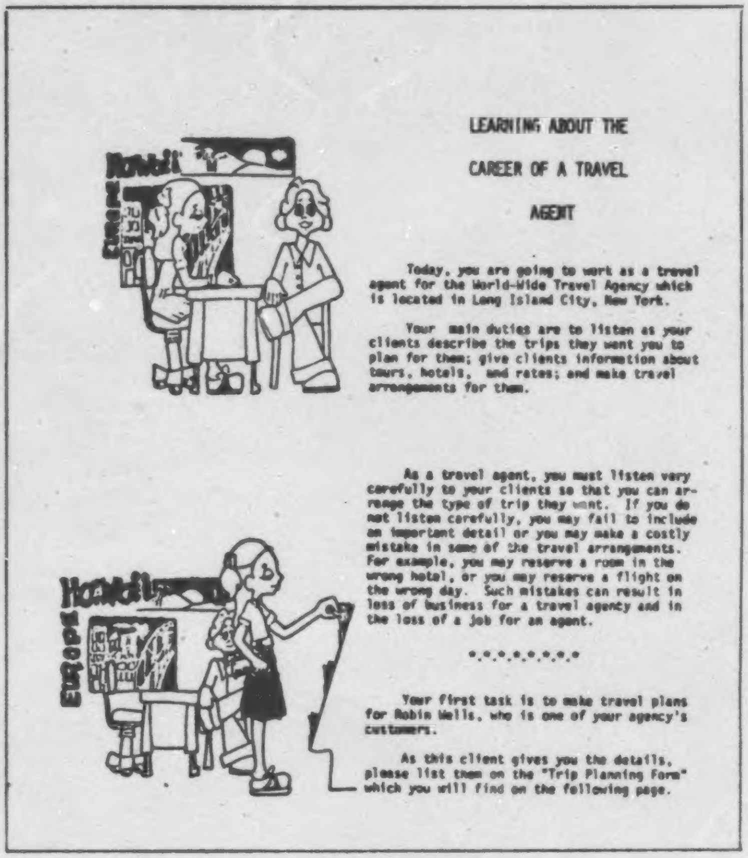
   Travel agents must . . .

   a. be able to comprehend and follow oral instructions.

   b. have a pleasant manner on the telephone and in person.

   c. be able to work in a noisy atmosphere and under the pressure of meeting deadlines.

   d. be skillful at remembering facts and details.



LEARNING ABOUT THE CAREER OF A TRAVEL AGENT

Today, you are going to work as a travel agent for the World-Wide Travel Agency which is located in Long Island City, New York.

Your main duties are to listen as your clients describe the trips they want you to plan for them; give clients information about tours, hotels, and rates; and make travel arrangements for them.

As a travel agent, you must listen very carefully to your clients so that you can arrange the type of trip they want. If you do not listen carefully, you may fail to include an important detail or you may make a costly mistake in some of the travel arrangements. For example, you may reserve a room in the wrong hotel, or you may reserve a flight on the wrong day. Such mistakes can result in loss of business for a travel agency and in the loss of a job for an agent.

..*.*.*.*.*.*

Your first task is to make travel plans for Robin Wells, who is one of your agency's customers.

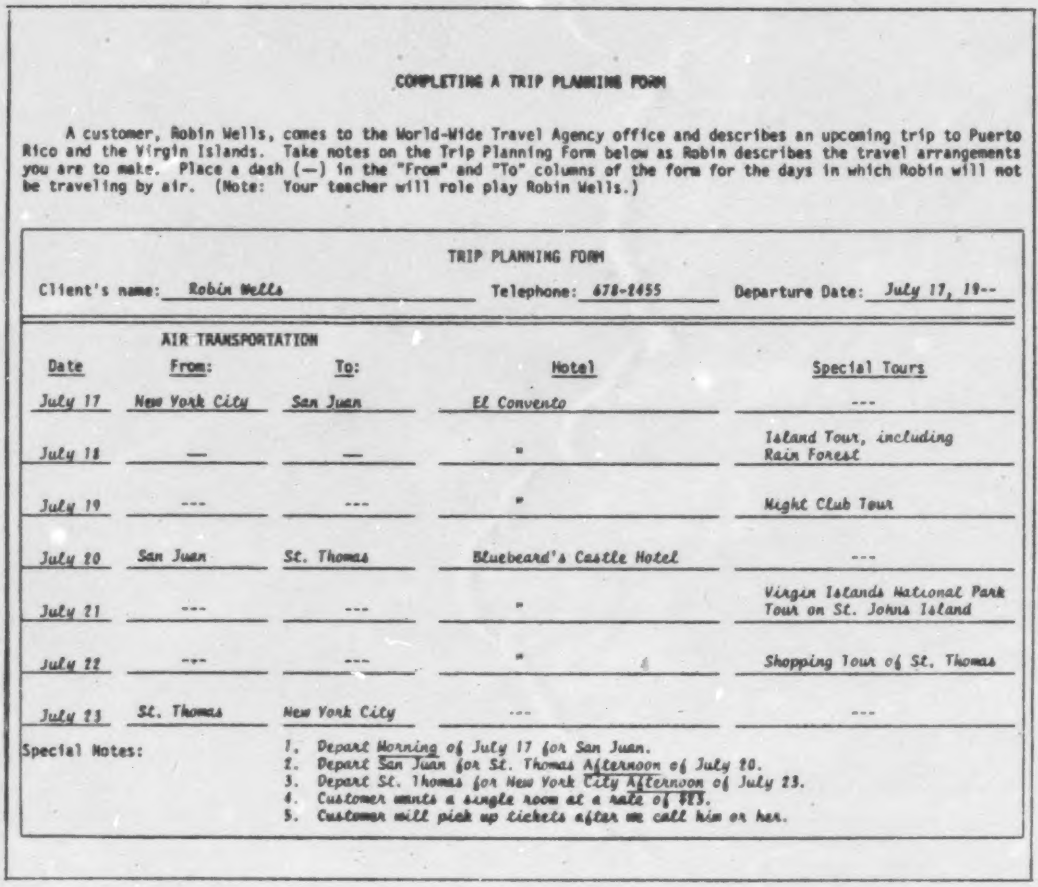
As this client gives you the details, please list them on the "Trip Planning Form" which you will find on the following page.

Simulation Page 2

The information given orally to students is recorded correctly on the form shown below.

Ask students if they experienced any difficulty in recording all of the details and facts that Robin Wells wanted to have included in her (his) travel plans.

Point out that in order to be a travel agent, a person must be able to hear and accurately record a myriad of details.



COMPLETING A TRIP PLANNING FORM

A customer, Robin Wells, comes to the World-Wide Travel Agency office and describes an upcoming trip to Puerto Rico and the Virgin Islands. Take notes on the Trip Planning Form below as Robin describes the travel arrangements you are to make. Place a dash (—) in the "From" and "To" columns of the form for the days in which Robin will not be traveling by air. (Note: Your teacher will role play Robin Wells.)

TRIP PLANNING FORM

Client's name: *Robin Wells* Telephone: *678-2455* Departure Date: *July 17, 19--*

	AIR TRANSPORTATION			
Date	From:	To:	Hotel	Special Tours
July 17	*New York City*	*San Juan*	*El Convento*	---
July 18	—	—	"	*Island Tour, including Rain Forest*
July 19	---	---	"	*Night Club Tour*
July 20	*San Juan*	*St. Thomas*	*Bluebeard's Castle Hotel*	---
July 21	---	---	"	*Virgin Islands National Park Tour on St. Johns Island*
July 22	---	---	"	*Shopping Tour of St. Thomas*
July 23	*St. Thomas*	*New York City*	---	---

Special Notes:

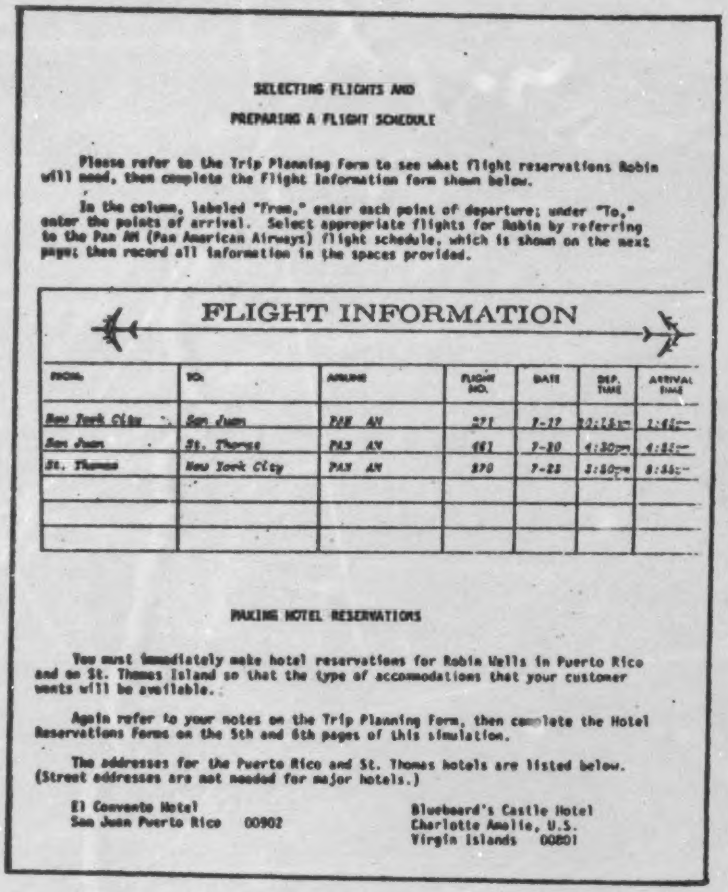
1. *Depart Morning of July 17 for San Juan.*
2. *Depart San Juan for St. Thomas Afternoon of July 20.*
3. *Depart St. Thomas for New York City Afternoon of July 23.*
4. *Customer wants a single room at a rate of $85.*
5. *Customer will pick up tickets after we call him or her.*

Simulation Pages 3 and 4

A completed Flight Information form is shown at the right. Notice that flights have been selected according to the preference of the customer and times have been converted from 24-hour to standard times.

Ask students which flights they selected for Robin Wells and what standard time they listed for those flights.

(Note: Instructions for converting to standard time are given near the top of Simulation Page 4. You may want to have your students convert several 24-hour times to standard times before they begin the simulation.



SELECTING FLIGHTS AND

PREPARING A FLIGHT SCHEDULE

Please refer to the Trip Planning Form to see what flight reservations Robin will need, then complete the Flight Information form shown below.

In the column, labeled "From," enter each point of departure; under "To," enter the points of arrival. Select appropriate flights for Robin by referring to the Pan AM (Pan American Airways) flight schedule, which is shown on the next page; then record all information in the spaces provided.

FLIGHT INFORMATION

FROM:	TO:	AIRLINE	FLIGHT NO.	DATE	DEP. TIME	ARRIVAL TIME
New York City	San Juan	PAN AM	271	7-19	10:15pm	1:45am
San Juan	St. Thomas	PAN AM	461	7-20	4:30pm	4:55pm
St. Thomas	New York City	PAN AM	870	7-23	3:50pm	8:35pm

MAKING HOTEL RESERVATIONS

You must immediately make hotel reservations for Robin Wells in Puerto Rico and on St. Thomas Island so that the type of accommodations that your customer wants will be available.

Again refer to your notes on the Trip Planning Form, then complete the Hotel Reservations Forms on the 5th and 6th pages of this simulation.

The addresses for the Puerto Rico and St. Thomas hotels are listed below. (Street addresses are not needed for major hotels.)

El Convento Hotel
San Juan Puerto Rico 00902

Bluebeard's Castle Hotel
Charlotte Amalie, U.S.
Virgin Islands 00801

Optional Discussion Topics

Ask students why they think the 24-hour clock is used on an airline's timetable.

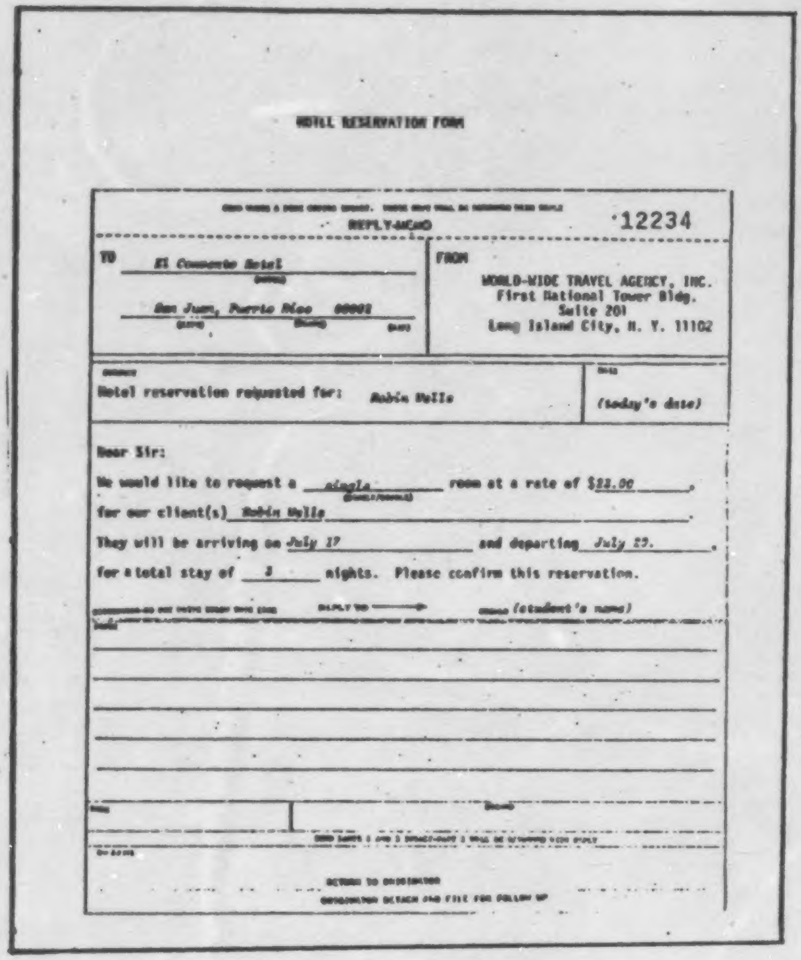
Ask students if they know of any other agencies who operate on the 24-hour clock.

Simulation Page 5

The correctly completed El Convento Hotel reservation form is shown at the right.

Optional Discussion Topic

Ask students why they think the travel agent asked the El Convento Hotel to confirm Robin Wells' room reservations.



HOTEL RESERVATION FORM

REPLY-MEMO

12234

TO El Convento Hotel

San Juan, Puerto Rico 00902

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

Hotel reservation requested for: Robin Wells

(today's date)

Dear Sir:

We would like to request a single room at a rate of $22.00.

for our client(s) Robin Wells.

They will be arriving on July 17 and departing July 20.

for a total stay of 3 nights. Please confirm this reservation.

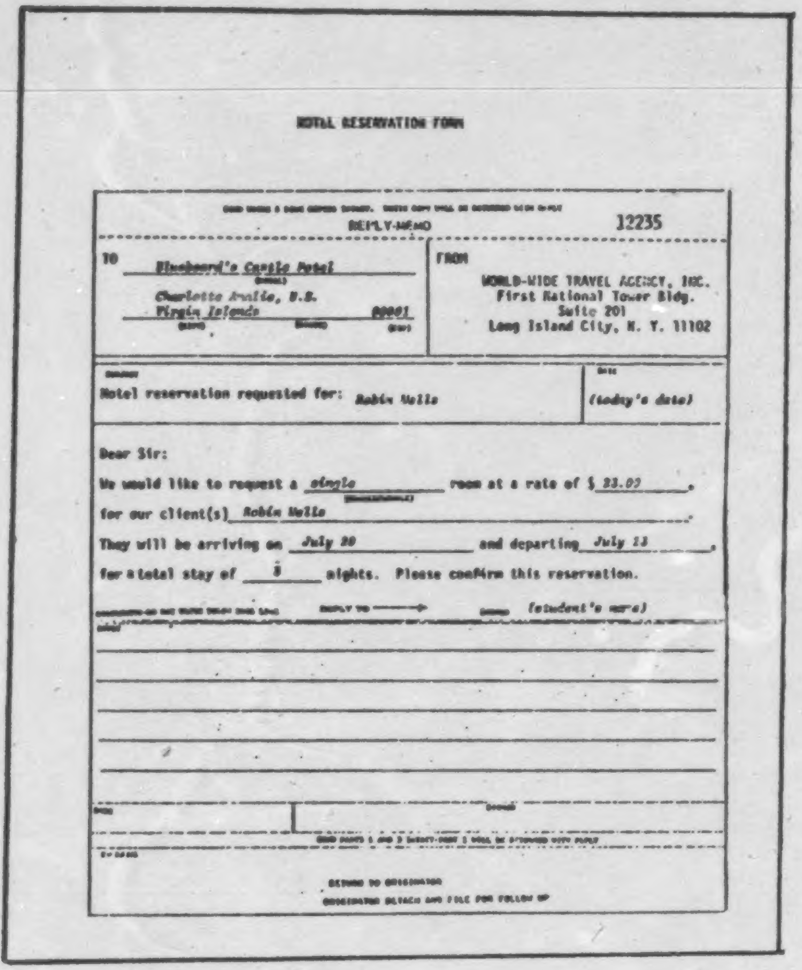
REPLY TO → (student's name)

RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

Simulation Page 6

The correctly completed Bluebeard's Castle Hotel reservation form is shown at the right.



HOTEL RESERVATION FORM

REPLY-MEMO 12235

TO
Bluebeard's Castle Hotel
Charlotte Amalie, U.S.
Virgin Islands 00801

FROM
WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

Hotel reservation requested for: Robin Wells

(today's date)

Dear Sir:

We would like to request a single room at a rate of $ 23.00,
for our client(s) Robin Wells.
They will be arriving on July 20 and departing July 23,
for a total stay of 3 nights. Please confirm this reservation.

REPLY TO ⟶ (student's name)

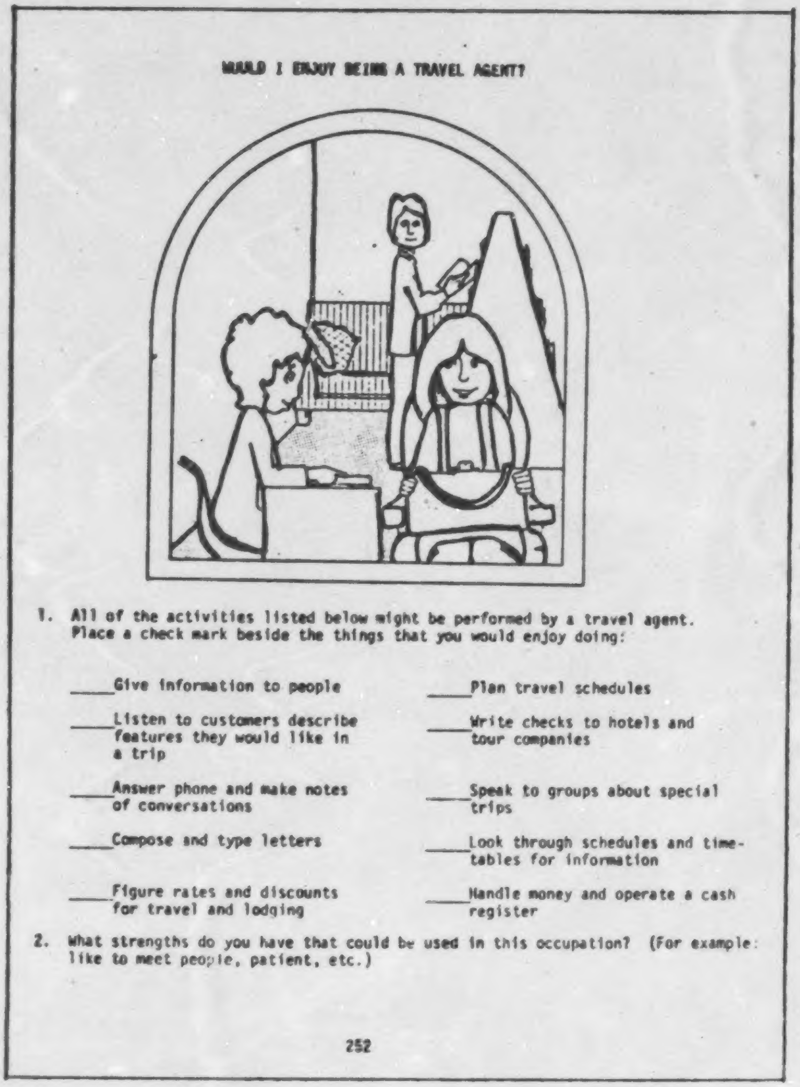
RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

Simulation Page 7

The purpose of the questions on page 7 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this unit.

Encourage students to talk about their own likes and dislikes and about the things they would like and dislike about the job of a travel agent.



WOULD I ENJOY BEING A TRAVEL AGENT?

1. All of the activities listed below might be performed by a travel agent. Place a check mark beside the things that you would enjoy doing:

____Give information to people

____Listen to customers describe features they would like in a trip

____Answer phone and make notes of conversations

____Compose and type letters

____Figure rates and discounts for travel and lodging

____Plan travel schedules

____Write checks to hotels and tour companies

____Speak to groups about special trips

____Look through schedules and timetables for information

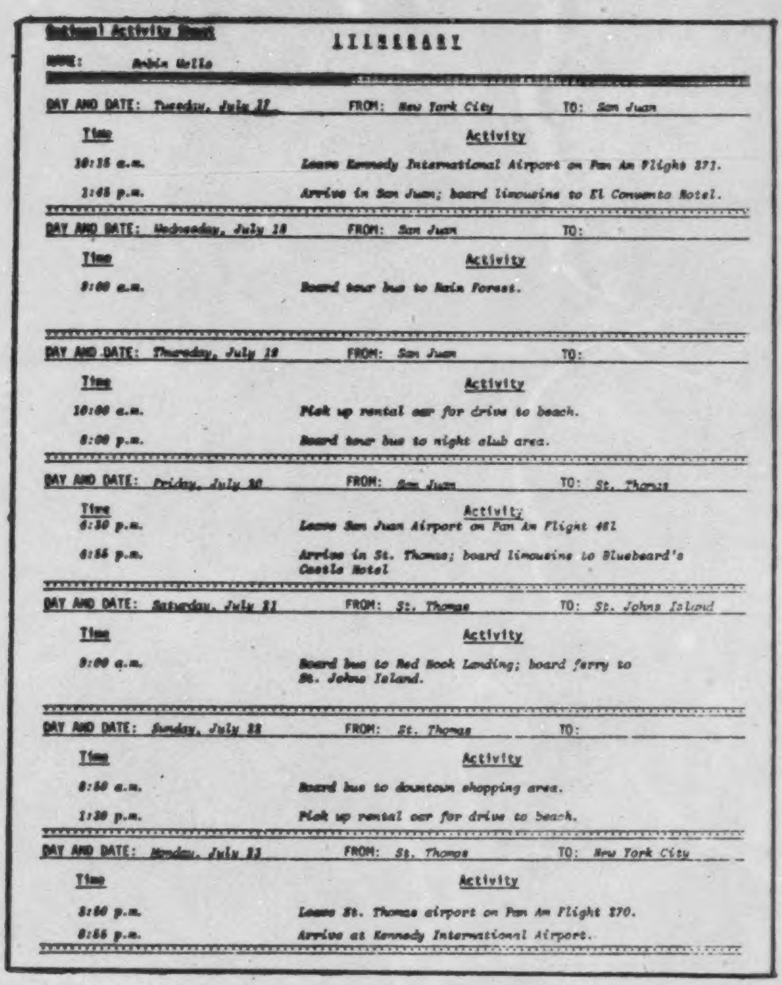
____Handle money and operate a cash register

2. What strengths do you have that could be used in this occupation? (For example: like to meet people, patient, etc.)

252

Optional Activity 1

The correctly completed Itinerary is shown at the right.



Optional Activity Sheet

ITINERARY

NAME: Robin Wells

DAY AND DATE: Tuesday, July 17 FROM: New York City TO: San Juan

Time	Activity
10:15 a.m.	Leave Kennedy International Airport on Pan Am Flight 371.
1:45 p.m.	Arrive in San Juan; board limousine to El Convento Hotel.

DAY AND DATE: Wednesday, July 18 FROM: San Juan TO:

Time	Activity
9:00 a.m.	Board tour bus to Rain Forest.

DAY AND DATE: Thursday, July 19 FROM: San Juan TO:

Time	Activity
10:00 a.m.	Pick up rental car for drive to beach.
8:00 p.m.	Board tour bus to night club area.

DAY AND DATE: Friday, July 20 FROM: San Juan TO: St. Thomas

Time	Activity
6:30 p.m.	Leave San Juan Airport on Pan Am Flight 481
6:55 p.m.	Arrive in St. Thomas; board limousine to Bluebeard's Castle Hotel

DAY AND DATE: Saturday, July 21 FROM: St. Thomas TO: St. Johns Island

Time	Activity
9:00 a.m.	Board bus to Red Hook Landing; board ferry to St. Johns Island.

DAY AND DATE: Sunday, July 22 FROM: St. Thomas TO:

Time	Activity
8:30 a.m.	Board bus to downtown shopping area.
1:30 p.m.	Pick up rental car for drive to beach.

DAY AND DATE: Monday, July 23 FROM: St. Thomas TO: New York City

Time	Activity
3:00 p.m.	Leave St. Thomas airport on Pan Am Flight 370.
8:55 p.m.	Arrive at Kennedy International Airport.

Topic for Discussion: Why would Robin find this Itinerary helpful?

BACKGROUND INFORMATION ON TRAVEL AGENTS

Travel agents prepare airline tickets and arrange for lodging and special excursions for customers who come to the agency to make travel arrangements. Thus, travel agents work as a liaison between the customer and airlines, hotels, tour companies, and so on. Because a travel agent performs this liaison function, most of the agent's time is spent communicating with people. For example, after hearing a customer describe the type of trip he or she wants, the travel agent may call an airline to reserve a flight, contact a hotel in another city, state, or country to make room reservations, and then contact the customer to confirm the arrangements.

Some of the services which travel agents provide are:

..Obtaining travel and hotel accommodations for customers
..Issuing and validating tickets of airlines, buses, and trains
..Preparing itineraries (travel schedules)
..Compiling reports
..Figuring rates and obtaining confirmations of travel and lodging
..Keeping directories of hotels, motels, and timetables
..Providing customers with descriptive literature (brochures, maps, etc.) about areas to visit, entertainment, and what to see in these areas
..Answering inquiries about routes, fares, and accommodations
..Arranging tours for groups
..Arranging for motor transportation for arriving and departing travelers
..Giving travel presentations to groups interested in tours

A successful travel agent needs the following skills, capabilities and training:

Skills and Capabilities:

..Good communication skills, both verbal and writing
..A pleasant manner on the telephone and in person
..Neat, attractive appearance
..Ability to listen and understand customer needs
..Patience and diplomacy
..Good basic math skills
..Ability to work under pressure and in a noisy atmosphere (due to seasonal nature of business and transportation problems)
..Skill at remembering facts and details

Education:

..High school graduate; college training desirable (Helpful courses are: geography, business training, and public relations.)
..On-the-job training

Travel agents are usually paid on a salary basis; however, they sometimes receive a commission, in addition to their salary, on all bookings they make. For information about the salary of travel agents in your locale, check the employment want-ads in a daily newspaper or contact your state employment agency.

UNIT 13

LEARNING ABOUT THE CAREER OF A TRAVEL AGENT

Hawaii
Europe

Today, you are going to work as a travel agent for the World-Wide Travel Agency which is located in Long Island City, New York.

Your main duties are to listen as your clients describe the trips they want you to plan for them; give clients information about tours, hotels, and rates; and make travel arrangements for them.

Hawaii
Europe

As a travel agent, you must listen very carefully to your clients so that you can arrange the type of trip they want. If you do not listen carefully, you may fail to include an important detail or you may make a costly mistake in some of the travel arrangements. For example, you may reserve a room in the wrong hotel, or you may reserve a flight on the wrong day. Such mistakes can result in loss of business for a travel agency and in the loss of a job for an agent.

..*.*.*.*.*.*

Your first task is to make travel plans for Robin Wells, who is one of your agency's customers.

As this client gives you the details, please list them on the "Trip Planning Form" which you will find on the following page.

COMPLETING A TRIP PLANNING FORM

A customer, Robin Wells, comes to the World-Wide Travel Agency office and describes an upcoming trip to Puerto Rico and the Virgin Islands. Take notes on the Trip Planning Form below as Robin describes the travel arrangements you are to make. Place a dash (—) in the "From" and "To" columns of the form for the days in which Robin will not be traveling by air. (Note: Your teacher will role play Robin Wells.)

TRIP PLANNING FORM

Client's name: ______________________ Telephone: ______________ Departure Date: ______________

	AIR TRANSPORTATION			
Date	**From:**	**To:**	**Hotel**	**Special Tours**
July 17	*New York City*	*San Juan*		
	—	—		

Special Notes:

SELECTING FLIGHTS AND

PREPARING A FLIGHT SCHEDULE

Please refer to the Trip Planning Form to see what flight reservations Robin will need, then complete the Flight Information form shown below.

In the column, labeled "From," enter each point of departure; under "To," enter the points of arrival. Select appropriate flights for Robin by referring to the Pan AM (Pan American Airways) flight schedule, which is shown on the next page; then record all information in the spaces provided.

FLIGHT INFORMATION

FROM:	TO:	AIRLINE	FLIGHT NO.	DATE	DEP. TIME	ARRIVAL TIME

MAKING HOTEL RESERVATIONS

You must immediately make hotel reservations for Robin Wells in Puerto Rico and on St. Thomas Island so that the type of accommodations that your customer wants will be available.

Again refer to your notes on the Trip Planning Form, then complete the Hotel Reservations Forms on the 5th and 6th pages of this simulation.

The addresses for the Puerto Rico and St. Thomas hotels are listed below. (Street addresses are not needed for major hotels.)

El Convento Hotel
San Juan, Puerto Rico 00902

Bluebeard's Castle Hotel
Charlotte Amalie, U.S.
Virgin Islands 00801

PAN AM TIMETABLE

To find desired service—the schedules are shown in Quick Reference form alphabetically. Go to the City that your trip originates from—then all destinations are listed alphabetically.

The Quick Reference listing gives the frequency of service, time of departure and arrival, the flight number, connection city (if any), type of aircraft and class of service.

Classes of Service: F—First Class; Y—Economy Class; K—Thrift Class; N—Night.

The 24-Hour Clock Is Used In This Time Table →

Times shown between 0:01 (1 minute after midnight) and 12:00 (noon) are A.M. times. Times shown from 12:01 to 24:00 are P.M. times. To convert P.M. times to 12-hour clock, subtract 12 hours.

FROM NEW YORK TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
ROME ⊕	Th	1750	[illegible]+1	[illegible]	4		707	FY
	Daily	[illegible]	[illegible]+1	[illegible]	0		707	FY
	Daily	2045	[illegible]+1	114	1		747	FY
ST. CROIX	WeTh	[illegible]	1250	281	1		727	FY
	Daily	1150	1610	285	1		727	FY
ST. THOMAS	WeTh	0830	1136	281	0		727	FY
	Daily	1150	1515	285	0		727	FY
SAN JOSE	SuWe	1125	1825	541	2		707	FY
	MoThFrSa	1300	1825	541	1		707	FY
SAN JUAN	Daily	0700	1220	213	1		747	FK
	Daily	1015	1345	271	0		747	FK
	SuSa	1230	1600	293	0		747	FK
	MoTuFr	1230	1600	293	0		707	FK
	Daily	2330	0300+1	293	0		707	FNKN
SAN SALVADOR ⊕	SuWe	1125	1745	541/503	2	GUATEMALA CITY	707	FY
	MoThFrSa	1300	1745	541/503	1	GUATEMALA CITY	707	FY
SANTO DOMINGO ⊕	SuFrSa	0800	1130	233	0		747	FY
	MoTuWeTh	0800	1130	233	0		707	FY

FROM SAN JUAN TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
PANAMA CITY	Tu	0800	2010	456/585	1	MIAMI	727/707	FY
	Tu	1200	2305	462/503	5	MIAMI	707	FY
	SuMoFrSa	1515	2010	462/585	1	MIAMI	727/707	FY
PHILADELPHIA	WeTh	1730	2110	214	0		747	FK
POINTE A PITRE	We	1355	1455	241	0		707	FK
PORT AU PRINCE	Daily	0730	0836	436	1		707	FY
PORT OF SPAIN	SuTh	1445	1615	271	0		727	FY
	SuTh	1455	1750	489	1		727	FY
RIO DE JANEIRO	Su	1355	0105+1	241/443	1	CARACAS	707	FY
	Fr	1355	0910+1	241/515	2	CARACAS	707	FY
ROME ⊕	SuWe	1840	1150+1	254	2		707	FY
ST. CROIX	Daily	1630	1750	481	1		727	FY
ST. THOMAS	Daily	1630	1655	481	0		727	FY
SANTO DOMINGO ⊕	Daily	0730	0720	436	0		707	FY
SAO PAULO	Su	1355	0205+1	241/443	2	CARACAS	707	FY
	Fr	1355	0720+1	241/515	1	CARACAS	707	FY
VIENNA ⊕	TuSa	1345	1115+1	292/92	3	NEW YORK	747/707	FY
WASHINGTON	Su	1600	0020+1	256/444	1	MIAMI	727/707	FY

FROM ST. THOMAS (GMT -4)
(Harry Truman Field) TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
MIAMI	Dai	1230	1740	462	2		727	FY
NEW YORK	Daily	1550	2055	270	1		727	FY
	Daily	1730	2235	282	1		727	[illegible]
ST. CROIX	Daily	1230	1250	462	0		727	FY
	[illegible]	1550	1610	270	0		727	FY
	Daily	1730	1750	282	0		727	FY

NORTH AMERICA
ATLANTIC OCEAN
SOUTH AMERICA

HOTEL RESERVATION FORM

SEND WHITE & PINK COPIES INTACT. WHITE COPY WILL BE RETURNED WITH REPLY

REPLY-MEMO

12234

TO

________________________ (HOTEL)

________________________ (CITY) (STATE) (ZIP)

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT

Hotel reservation requested for:

DATE

Dear Sir:

We would like to request a ____________ (SINGLE/DOUBLE) room at a rate of $__________,

for our client(s)________________________________.

They will be arriving on __________________ and departing ______________,

for a total stay of ________ nights. Please confirm this reservation.

ORIGINATOR-DO NOT WRITE BELOW THIS LINE REPLY TO ⟶ SIGNED

REPLY

DATE

SIGNED

SEND PARTS 1 AND 3 INTACT-PART 1 WILL BE RETURNED WITH REPLY

[illegible]

RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

HOTEL RESERVATION FORM

SEND WHITE & PINK COPIES INTACT. WHITE COPY WILL BE RETURNED WITH REPLY

REPLY-MEMO 12235

TO ______________________________
(HOTEL)

____
(CITY) (STATE) (ZIP)

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT
Hotel reservation requested for:

DATE

Dear Sir:

We would like to request a ______________ (SINGLE/DOUBLE) room at a rate of $__________,

for our client(s)____.

They will be arriving on ________________ and departing ______________,

for a total stay of ________ nights. Please confirm this reservation.

ORIGINATOR-DO NOT WRITE BELOW THIS LINE REPLY TO → SIGNED

REPLY

____

____

____

____

____

DATE SIGNED

SEND PARTS 1 AND 3 INTACT-PART 1 WILL BE RETURNED WITH REPLY

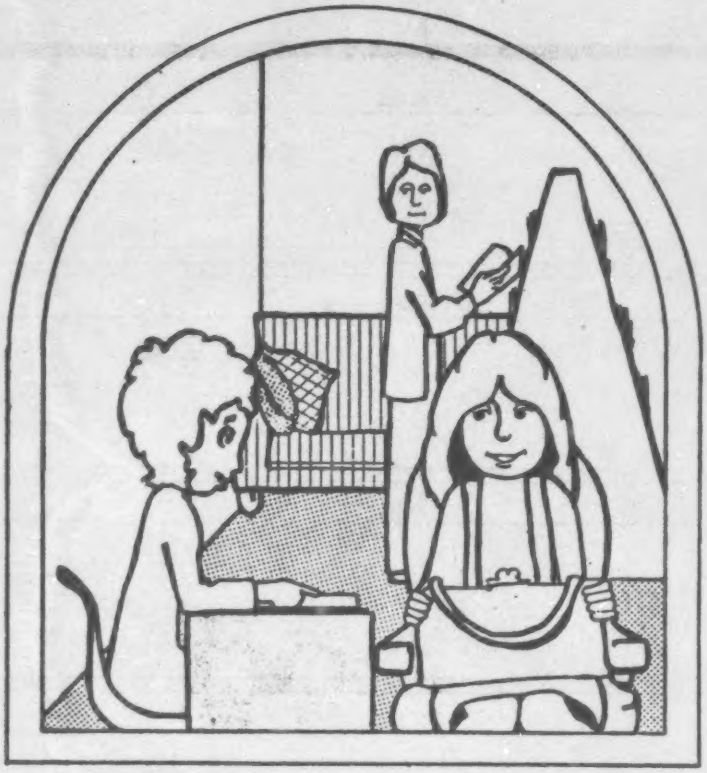
[illegible]

RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

(Simulation page 6)

WOULD I ENJOY BEING A TRAVEL AGENT



1. All of the activities listed below might be performed by a travel agent. Place a check mark beside the things that you would enjoy doing:

_____Give information to people

_____Listen to customers describe features they would like in a trip

_____Answer the telephone and make notes of conversations

_____Compose and type letters

_____Figure rates and discounts for travel and lodging

_____Plan travel schedules

_____Write checks to hotels and tour companies

_____Speak to groups about special trips

_____Look through schedules and timetables for information

_____Handle money and operate a cash register

2. What strengths do you have that could be used in this occupation? (For example: like to meet people, patient, etc.)

Optional Activity Sheet

ITINERARY

NAME:

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

DAY AND DATE: FROM: TO:

Time Activity

UNIT 14

A DAY AS A
PROMOTION MANAGER
FOR A TELEVISION STATION

PURPOSE:

The purpose of this and the following unit is to acquaint students with some of the activities performed by business managers.

MAJOR ACTIVITY:

The major activity of this unit is a simulation of the work performed by a promotion manager employed by WOBY-TV television studio. The simulation contains activities typical of those performed by managers in many organizations; such as:

(1) giving instructions to employees
(2) building employee morale
(3) writing promotional materials
(4) dealing with employee problems
(5) selecting and hiring new employees

The next unit, Unit 14, illustrates other typical activities that managers, especially managers of small retail organizations, might perform.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.

2. Read "Background Information on Promotion Managers" on page 267.

During class:

1. Distribute the simulation packets, and discuss the first page with students. Suggested discussion topics are given on the first page of the teacher's key.

2. Ask students to complete the simulation. While they do this, you may wish to read through the teacher's key.

3. When students have finished, go through the simulation with them. Check and discuss answers and discuss the other topics shown in the teacher's key.

4. After checking the simulation exercises together, have students turn to the last page of the simulation packet and discuss the topics shown on that page with students.

5. If time permits, use the activities listed below to conclude the unit.

OPTIONAL ACTIVITIES:

1. Play The Management Game*. In this game, students see how a good manager may take a given action and make it seem appropriate to a number of situations. In other words, the game is designed to show the importance of diplomacy in manager activities.

Preparation:

(1) Make one set of Situation Cards (page 257) and one set of Manager Action cards (page 258).

(2) Divide the class into two teams of 12 or fewer students each, with an equal number on each team. One team is named the "Situation Team" and the other the "Manager Action Team."

(3) Assign the remaining students to be the panel of judges who determine which team scores each point.

Procedures:

(1) One person from the Situation Team draws a situation card and one person from the Manager Team draws an action card.

(2) The person from the Situation Team presents the situation described on the card he drew. The person from the Manager Team must use the action described on the card he has drawn to respond to the situation--making his action seem logical. He will have 30 seconds to think out his strategy after the situation has been presented.

Example: You may think that a situation in which a worm was found in your coffee beans couldn't possibly be acted on by writing a letter of compliment. However, you can make this action seem logical. A letter of compliment would be written about the fine quality of the beans, your faith in the sanitation standards of the company, and the health and cleanliness of the worm.

(3) The judge(s) will decide whether the action taken by the "Manager" seemed logical. If the action is judged to be "logical," the action team gets the point; if not, the situation team gets the point. The team with the most points wins.

2. Game: "What's My Line?": The purpose of this game is to show students that managers are found in many types of organizations. To do this, either you or a student will assume the role of manager in an organization and students in the class will try to find out what type of organization you manage.

(1) Divide the class into two teams.

(2) Each team is allowed to ask ten questions in an attempt to discover what type of organization you manage. (Teams should alternate in asking questions.)

(3) If the organization you manage is correctly guessed on the first question, the team that makes the guess receives 20 points. With each additional question asked, the point value for a correct answer decreases by one point.

(4) If no team correctly guesses the type of organization after 20 questions, no points are given for the game. Give the class the answer and start the next game.

(5) Keep score (you may want to appoint a scorekeeper) and the team with the most points after five games is the winner.

(6) After the entire game is over, discuss with students the things that all managers have in common. (For example, all manager supervise others, make decisions, plan operation of the organization, etc.)

Suggested organizations for which you may assume the role of manager are listed below. You may want to write them on cards and have students draw a card to tell for which type of organization they will assume the role of manager.

Hotel or motel
Marina
Football team
Bookstore
Motorcycle shop
Automobile dealer

Ski resort
McDonald's Hamburger Drive-In
Pet store
Bakery
Shoe store
Grocery store

SITUATION CARDS

Cut on Lines:

You order some paper for immediate delivery and the stationery supply store loses the order.	Your secretary gives you a box of chocolates.	You receive many compliments on an expensive picture you have hanging in your office.
The price on an electronic calculator was $989.50. When the bill comes the price on it is $999.50.	You have the office draperies cleaned and they fall apart.	You have just received an unexpected raise in salary.
The phone company bills your organization for a long distance call you didn't make.	You went to a convention and paid for first class on a plane flight. You were seated in the rear of the plane.	The repairman just overhauled your typewriter. Now it sounds like a jackhammer.
Your secretary worked three hours overtime to finish a special project for you.	You paid for a dozen ink pens and the box only had 10 in it.	A $50 plant you bought for the office died two days after you bought it.

ACTION CARDS

Cut on Lines:

SCREAM	WRITE A LETTER OF COMPLAINT	REPORT THE INCIDENT TO A CONSUMER'S BUREAU
PICKET	FORM A CONSUMER GROUP TO PROTECT OTHERS	WRITE A NASTY LETTER
FILE SUIT	REQUEST A REFUND	WRITE A LETTER OF COMPLIMENT
RETURN IT AND COMPLAIN	MAKE A PUBLIC SPEECH ON FRAUDULENT PRACTICES	WRITE A LETTER TO YOUR NEWSPAPER EDITOR

UNIT 14

TEACHER'S KEY

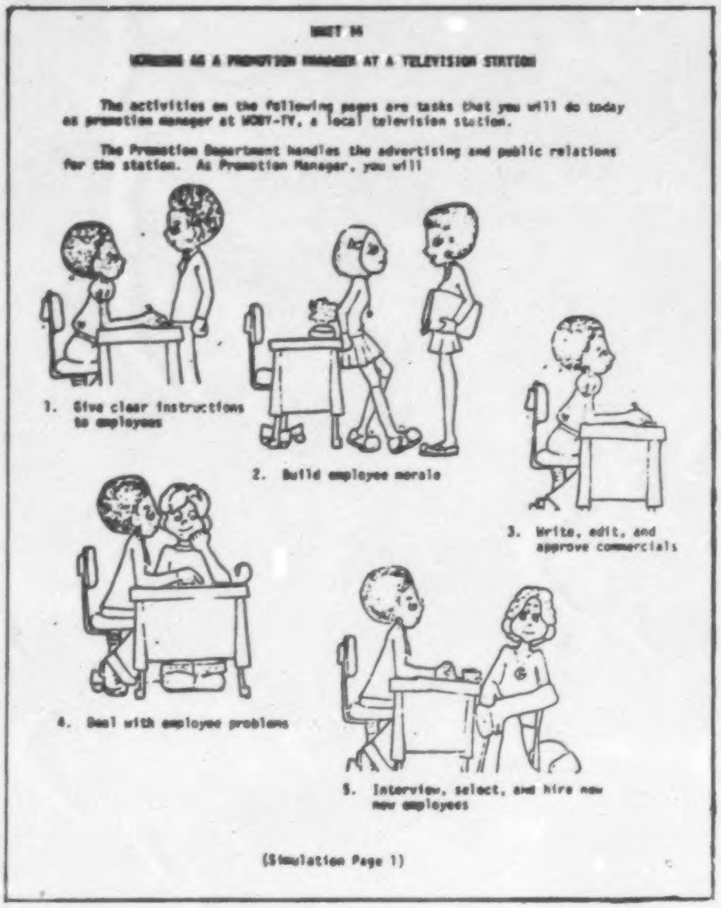
Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who are managers.

b. If so, ask whether they think that the managers they know really do the types of things described here.

c. Ask students to describe other types of work performed by the managers they know, and in what types of organizations they work.



UNIT 14

WORKING AS A PROMOTION MANAGER AT A TELEVISION STATION

The activities on the following pages are tasks that you will do today as promotion manager at WCBY-TV, a local television station.

The Promotion Department handles the advertising and public relations for the station. As Promotion Manager, you will

1. Give clear instructions to employees

2. Build employee morale

3. Write, edit, and approve commercials

4. Deal with employee problems

5. Interview, select, and hire new new employees

(Simulation Page 1)

In a discussion, develop the idea that managers must:

a. be able to make decisions that benefit their company.

b. be willing to oversee the work of others.

c. be effective at communicating with their employees and their superiors.

d. keep abreast of changes (economic and social) which could affect their company.

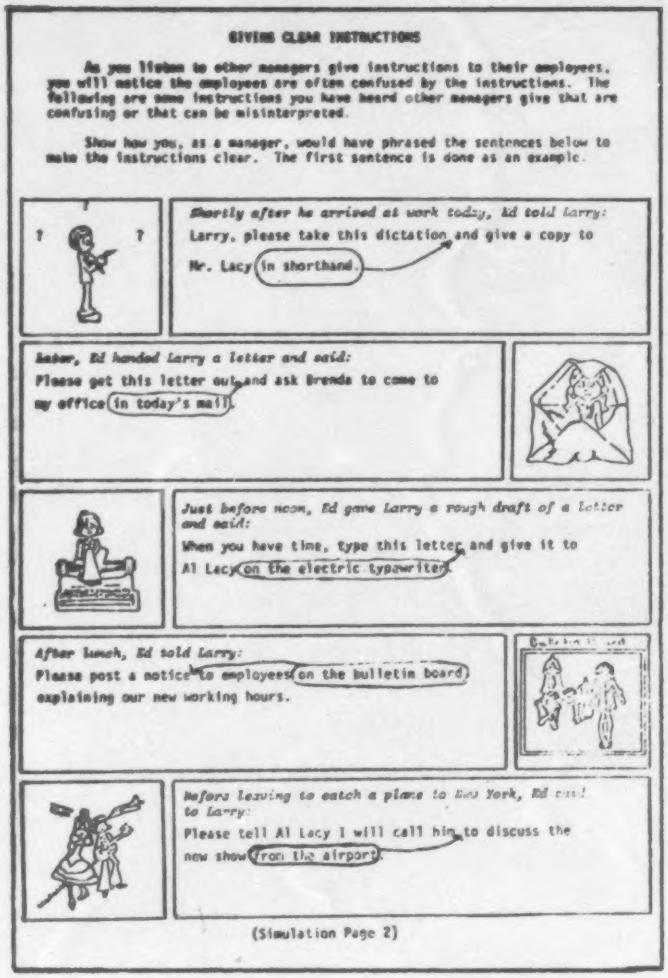
Simulation Page 2

CHECK:

Correct placement of prepositional phrases should be indicated as shown in the illustration at the right.

Optional Discussion Topics

Have each student make up or find an example of a sentence in which misplaced words or phrases make the sentence ambiguous. Students might draw cartoons to illustrate the confusion caused by the misplaced words or phrases in the sentences they submit.



GIVING CLEAR INSTRUCTIONS

As you listen to other managers give instructions to their employees, you will notice the employees are often confused by the instructions. The following are some instructions you have heard other managers give that are confusing or that can be misinterpreted.

Show how you, as a manager, would have phrased the sentences below to make the instructions clear. The first sentence is done as an example.

Shortly after he arrived at work today, Ed told Larry:

Larry, please take this dictation and give a copy to Mr. Lacy in shorthand.

Later, Ed handed Larry a letter and said:

Please get this letter out and ask Brenda to come to my office in today's mail.

Just before noon, Ed gave Larry a rough draft of a letter and said:

When you have time, type this letter and give it to Al Lacy on the electric typewriter.

After lunch, Ed told Larry:

Please post a notice to employees on the bulletin board explaining our new working hours.

Before leaving to catch a plane to New York, Ed said to Larry:

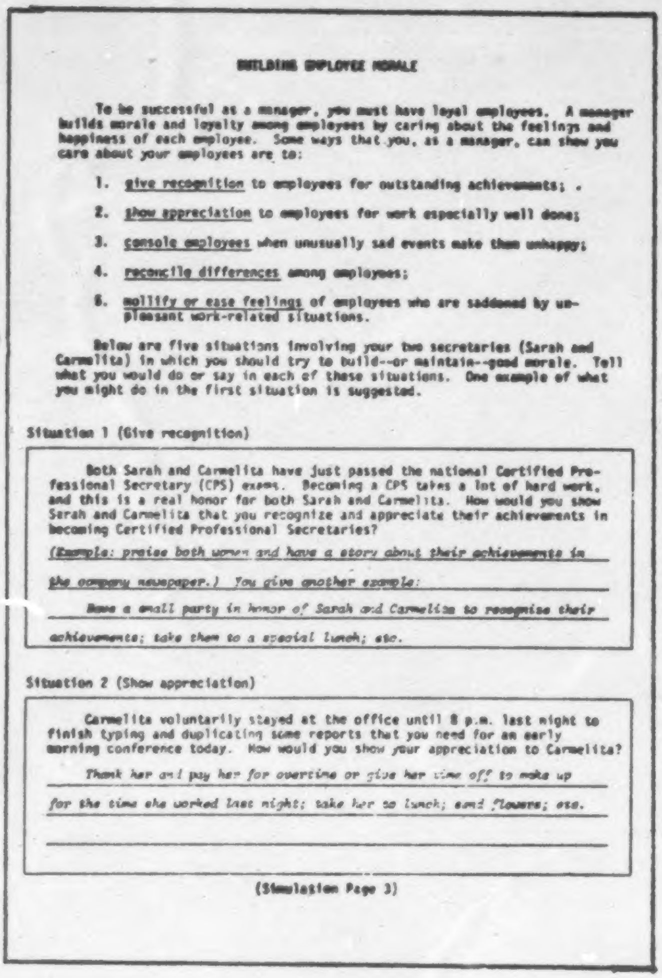
Please tell Al Lacy I will call him to discuss the new show from the airport.

(Simulation Page 2)

Simulation Pages 3-4

CHECK:

Sample responses are shown in the illustration below. Student responses will vary, but they should all be designed to make the employees feel better.



BUILDING EMPLOYEE MORALE

To be successful as a manager, you must have loyal employees. A manager builds morale and loyalty among employees by caring about the feelings and happiness of each employee. Some ways that you, as a manager, can show you care about your employees are to:

1. give recognition to employees for outstanding achievements;
2. show appreciation to employees for work especially well done;
3. console employees when unusually sad events make them unhappy;
4. reconcile differences among employees;
5. mollify or ease feelings of employees who are saddened by unpleasant work-related situations.

Below are five situations involving your two secretaries (Sarah and Carmelita) in which you should try to build--or maintain--good morale. Tell what you would do or say in each of these situations. One example of what you might do in the first situation is suggested.

Situation 1 (Give recognition)

Both Sarah and Carmelita have just passed the national Certified Professional Secretary (CPS) exams. Becoming a CPS takes a lot of hard work, and this is a real honor for both Sarah and Carmelita. How would you show Sarah and Carmelita that you recognize and appreciate their achievements in becoming Certified Professional Secretaries?

(Example: praise both women and have a story about their achievements in the company newspaper.) You give another example:

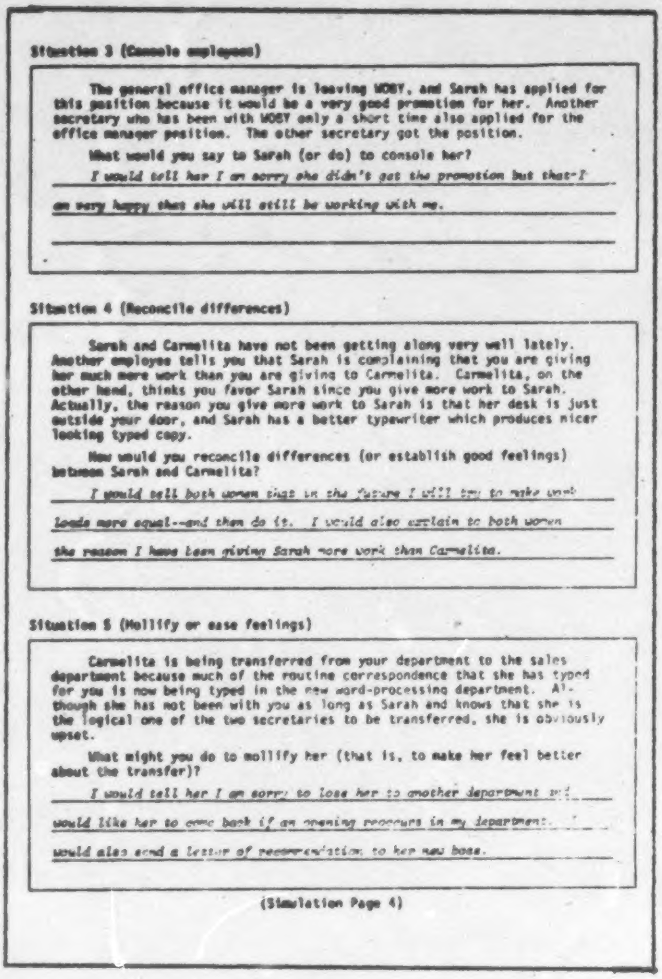
Have a small party in honor of Sarah and Carmelita to recognize their achievements; take them to a special lunch; etc.

Situation 2 (Show appreciation)

Carmelita voluntarily stayed at the office until 8 p.m. last night to finish typing and duplicating some reports that you need for an early morning conference today. How would you show your appreciation to Carmelita?

Thank her and pay her for overtime or give her time off to make up for the time she worked last night; take her to lunch; send flowers; etc.

(Simulation Page 3)



Situation 3 (Console employees)

The general office manager is leaving WOBY, and Sarah has applied for this position because it would be a very good promotion for her. Another secretary who has been with WOBY only a short time also applied for the office manager position. The other secretary got the position.

What would you say to Sarah (or do) to console her?

I would tell her I am sorry she didn't get the promotion but that I am very happy that she will still be working with me.

Situation 4 (Reconcile differences)

Sarah and Carmelita have not been getting along very well lately. Another employee tells you that Sarah is complaining that you are giving her much more work than you are giving to Carmelita. Carmelita, on the other hand, thinks you favor Sarah since you give more work to Sarah. Actually, the reason you give more work to Sarah is that her desk is just outside your door, and Sarah has a better typewriter which produces nicer looking typed copy.

How would you reconcile differences (or establish good feelings) between Sarah and Carmelita?

I would tell both women that in the future I will try to make work loads more equal--and then do it. I would also explain to both women the reason I have been giving Sarah more work than Carmelita.

Situation 5 (Mollify or ease feelings)

Carmelita is being transferred from your department to the sales department because much of the routine correspondence that she has typed for you is now being typed in the new word-processing department. Although she has not been with you as long as Sarah and knows that she is the logical one of the two secretaries to be transferred, she is obviously upset.

What might you do to mollify her (that is, to make her feel better about the transfer)?

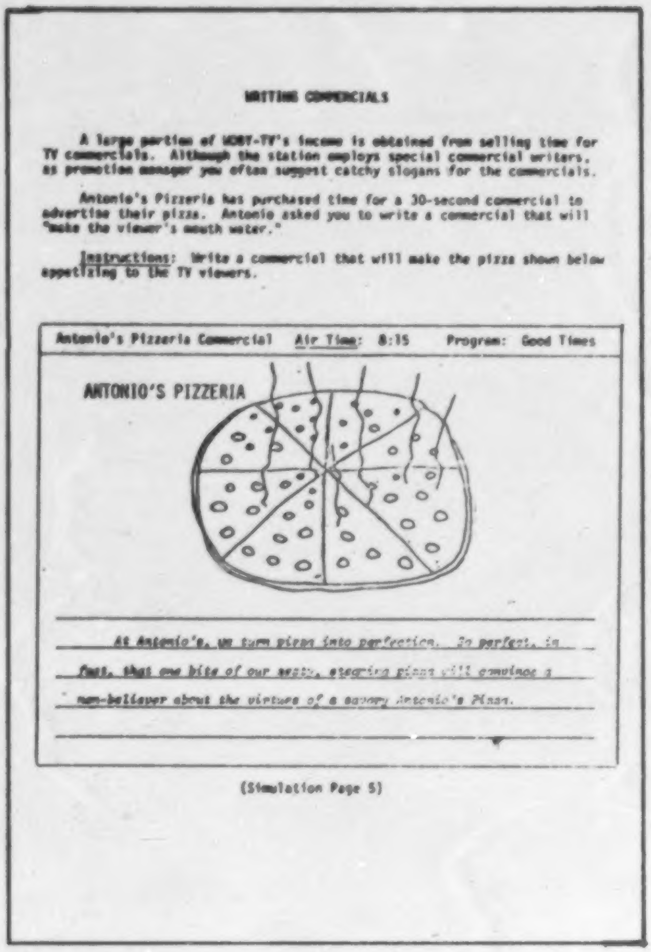
I would tell her I am sorry to lose her to another department and would like her to come back if an opening reoccurs in my department. I would also send a letter of recommendation to her new boss.

(Simulation Page 4)

Simulation Page 5

CHECK:

The students should have used colorful and descriptive language in creating a catchy advertisement.



WRITING COMMERCIALS

A large portion of WCBT-TV's income is obtained from selling time for TV commercials. Although the station employs special commercial writers, as promotion manager you often suggest catchy slogans for the commercials.

Antonio's Pizzeria has purchased time for a 30-second commercial to advertise their pizza. Antonio asked you to write a commercial that will "make the viewer's mouth water."

Instructions: Write a commercial that will make the pizza shown below appetizing to the TV viewers.

Antonio's Pizzeria Commercial   Air Time: 8:15   Program: Good Times

At Antonio's, we turn pizza into perfection. So perfect, in fact, that one bite of our zesty, steaming pizza will convince a non-believer about the virtues of a savory Antonio's Pizza.

(Simulation Page 5)

Some possible adjectives they might have used in describing Antonio's pizza are:

hot, spicy, steaming, flavorful, pepperoni (or any other topping), zesty, cheese-covered, tangy, delicious, delectable, tasty, savory, and so forth.

Optional Discussion Topics

Ask students to name several commercials that appeal to them and tell what is it about the commercial that attracts them?

Ask students what other jobs might include writing advertisements.

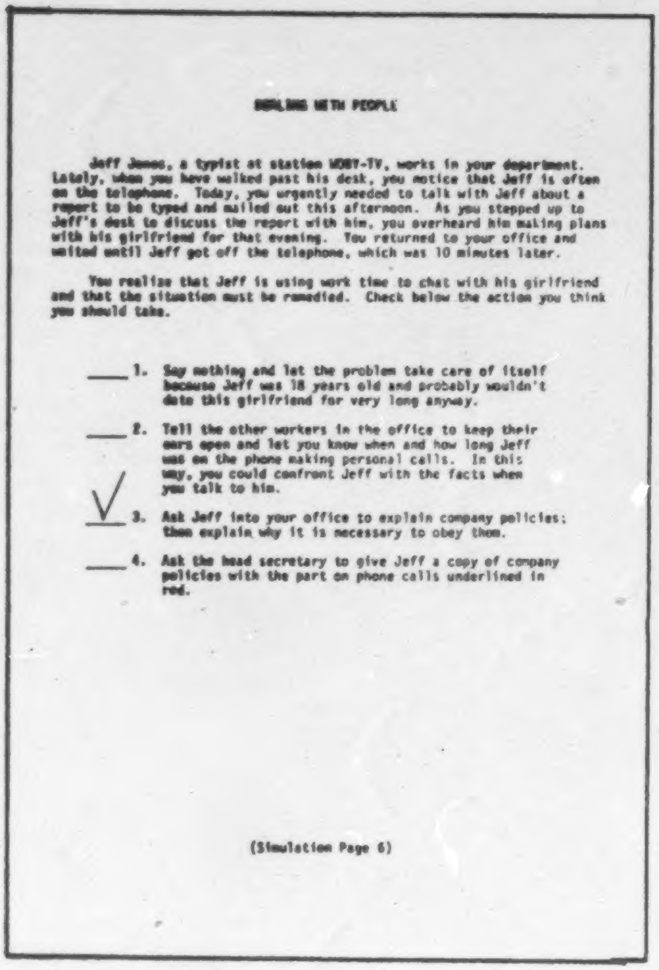
Simulation Page 6

CHECK:

Number three is the ideal answer because you want to make certain Jeff understands company phone policy and realizes he is expected to follow the rules. If the problem of Jeff's personal phone calls arose again, you would have grounds for disciplinary action.

Optional Discussion Topic

Discuss with students which answers they chose. Ask the students what reason they had for making the various choices.



DEALING WITH PEOPLE

Jeff Jones, a typist at station WOBY-TV, works in your department. Lately, when you have walked past his desk, you notice that Jeff is often on the telephone. Today, you urgently needed to talk with Jeff about a report to be typed and mailed out this afternoon. As you stepped up to Jeff's desk to discuss the report with him, you overheard him making plans with his girlfriend for that evening. You returned to your office and waited until Jeff got off the telephone, which was 10 minutes later.

You realize that Jeff is using work time to chat with his girlfriend and that the situation must be remedied. Check below the action you think you should take.

____ 1. Say nothing and let the problem take care of itself because Jeff was 18 years old and probably wouldn't date this girlfriend for very long anyway.

____ 2. Tell the other workers in the office to keep their ears open and let you know when and how long Jeff was on the phone making personal calls. In this way, you could confront Jeff with the facts when you talk to him.

✓ 3. Ask Jeff into your office to explain company policies; then explain why it is necessary to obey them.

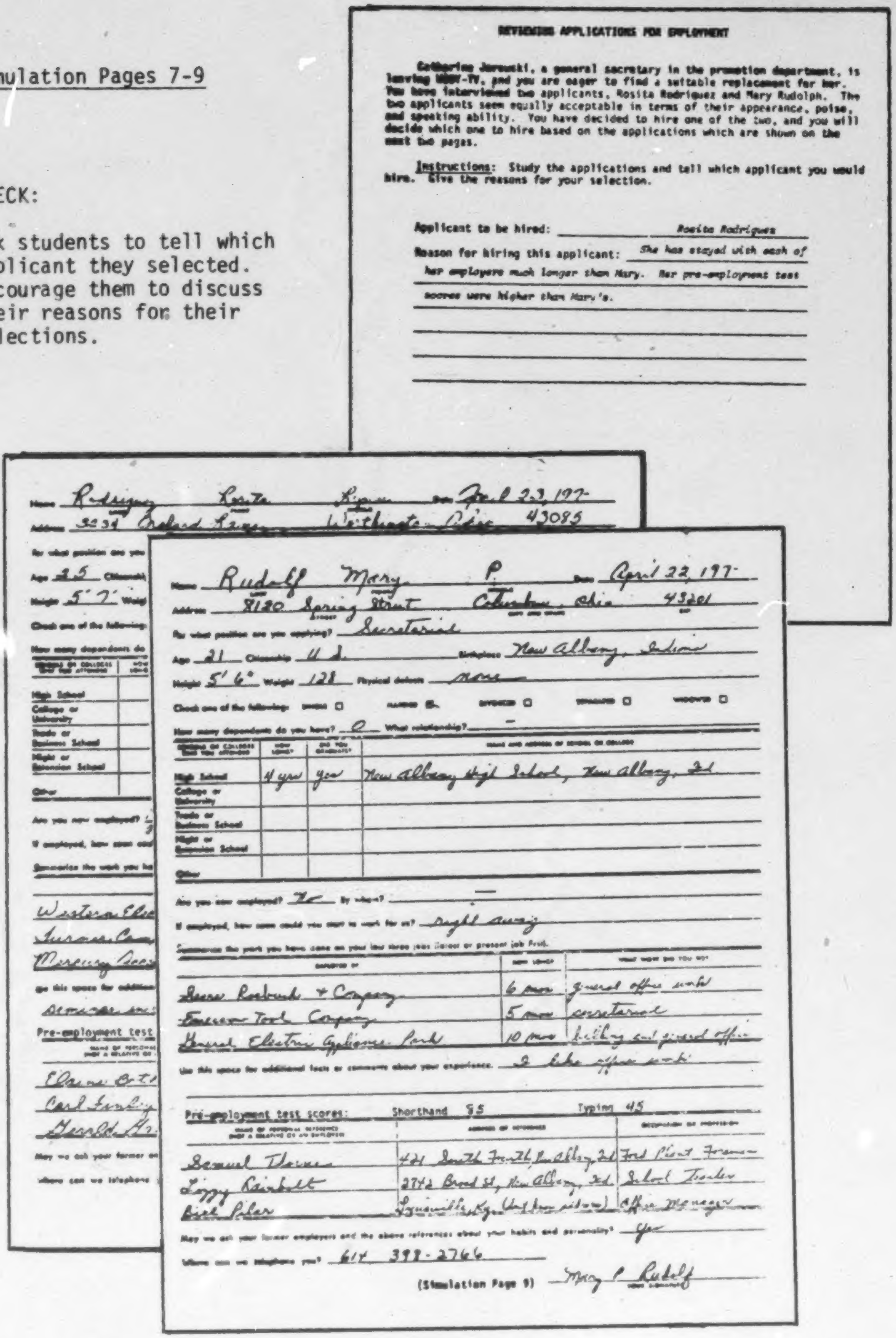
____ 4. Ask the head secretary to give Jeff a copy of company policies with the part on phone calls underlined in red.

(Simulation Page 6)

Simulation Pages 7-9

CHECK:

Ask students to tell which applicant they selected. Encourage them to discuss their reasons for their selections.



REVIEWING APPLICATIONS FOR EMPLOYMENT

Catherine Jarouski, a general secretary in the promotion department, is leaving WBNY-TV, and you are eager to find a suitable replacement for her. You have interviewed two applicants, Rosita Rodriquez and Mary Rudolph. The two applicants seem equally acceptable in terms of their appearance, poise, and speaking ability. You have decided to hire one of the two, and you will decide which one to hire based on the applications which are shown on the next two pages.

Instructions: Study the applications and tell which applicant you would hire. Give the reasons for your selection.

Applicant to be hired: *Rosita Rodriques*

Reason for hiring this applicant: *She has stayed with each of her employers much longer than Mary. Her pre-employment test scores were higher than Mary's.*

Name Rodriguez Rosita Rigoni Date April 23, 197-
Address 3039 Orchard Lane Worthington, Ohio 43085
For what position are you
Age 25 Citizensh
Height 5'7" Weig
Check one of the following:
How many dependents do

High School	
College or University	
Trade or Business School	
Night or Extension School	
Other	

Are you now employed?
If employed, how soon cou
Summarize the work you ha

Western Elec
Aurora Com
Mercury Acce

se this space for additio
[illegible]

Pre-employment test

Elaine O-T
Carl Finley
Gerald Ho

May we ask your former em
Where can we telephone

Name Rudolf Mary P. Date April 22, 197-
Address 8120 Spring Street Columbus, Ohio 43201
For what position are you applying? Secretarial
Age 21 Citizenship U.S. Birthplace New Albany, Indiana
Height 5'6" Weight 128 Physical defects none
Check one of the following: ☐ ☒ ☐ ☐ ☐
How many dependents do you have? 0 What relationship? —

High School	4 yrs	yes	New Albany High School, New Albany, Ind
College or University			
Trade or Business School			
Night or Extension School			
Other			

Are you now employed? No By whom? —
If employed, how soon could you start to work for us? right away
Summarize the work you have done on your last three jobs (latest or present job first).

Sears Roebuck & Company	6 mos	general office work
Emerson Tool Company	5 mos	secretarial
General Electric Appliance Park	10 mos	billing and general office

Use this space for additional facts or comments about your experience. I like office work

Pre-employment test scores: Shorthand 55 Typing 45

Samuel Thorne	421 South Fourth, New Albany, Ind	Food Plant Foreman
Lizzy Rainbolt	2742 Broad St, New Albany, Ind.	School Teacher
Bill Pilar	Louisville, Ky. (don't know address)	Office Manager

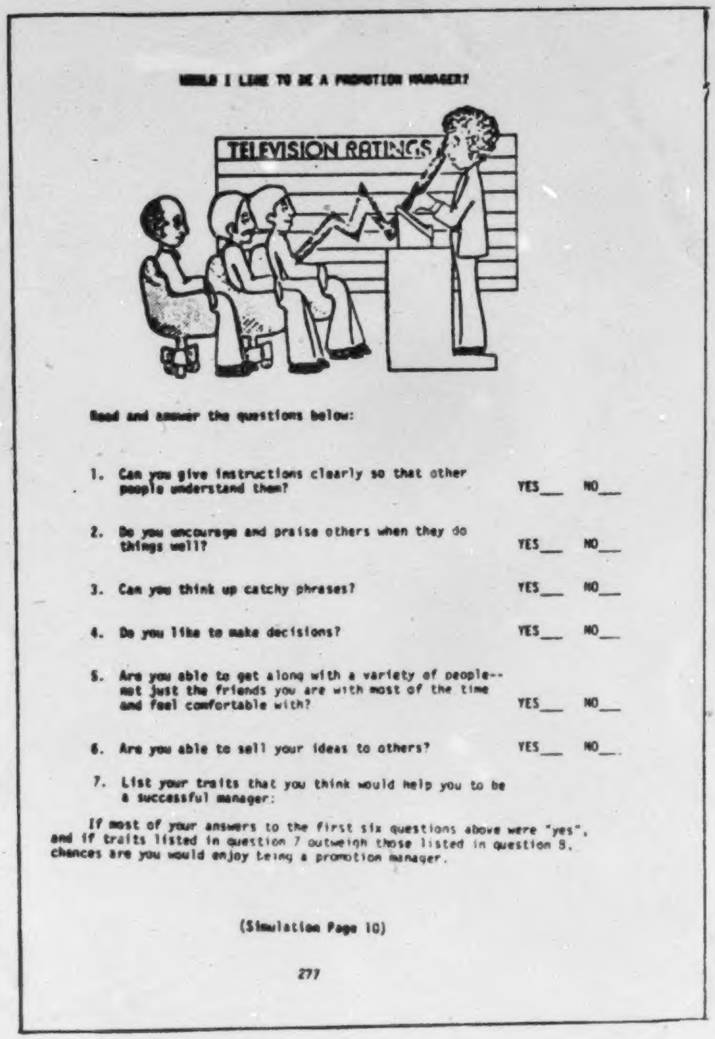
May we ask your former employers and the above references about your habits and personality? Yes
Where can we telephone you? 614 398-2766

(Simulation Page 9) Mary P Rudolf

Simulation Page 10

The purpose of the questions on this page of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the management occupations.

Encourage students to talk about their own traits, likes, and dislikes, and about the things they think they would like and dislike about this occupation.


TELEVISION RATINGS

WOULD I LIKE TO BE A PROMOTION MANAGER?

Read and answer the questions below:

1. Can you give instructions clearly so that other people understand them? YES___ NO___

2. Do you encourage and praise others when they do things well? YES___ NO___

3. Can you think up catchy phrases? YES___ NO___

4. Do you like to make decisions? YES___ NO___

5. Are you able to get along with a variety of people--not just the friends you are with most of the time and feel comfortable with? YES___ NO___

6. Are you able to sell your ideas to others? YES___ NO___

7. List your traits that you think would help you to be a successful manager:

If most of your answers to the first six questions above were "yes", and if traits listed in question 7 outweigh those listed in question 8, chances are you would enjoy being a promotion manager.

(Simulation Page 10)

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BACKGROUND INFORMATION ON PROMOTION MANAGERS

In many organizations the sales manager directs advertising programs that will attract customers to the organization. However, many large organizations have a special manager--called Promotion Manager--whose primary job is to direct the advertising program.

Like any other manager, promotion managers must:

1. *formulate department goals*
2. *plan and implement policies and procedures for achieving departmental goals*
3. *communicate clearly with both company personnel and the public*
4. *make sound decisions*
5. *select, hire, train, and supervise employees*
6. *advise top management regarding departmental plans, recommendations, and services*

Promotion managers also perform some tasks that are unique to the promotion department. They

- *plan and supervise the preparation of commercials and promotional brochures and displays; arrange for newspaper advertisements and other publicity*
- *confer with the general manager and department heads to determine advertising needs*
- *make decisions regarding promotion department's budget and promotional services*
- *confer with officials of newspapers, radio, and television stations, billboard advertisers, and advertising agencies to negotiate advertising contracts*
- *review and approve advertising proofs before they are released for publication*

People who want to become promotion managers generally begin their careers by working in sales or office jobs in the sales or promotion department. Then with experience, they move to assistant management or management positions.

UNIT 14

WORKING AS A PROMOTION MANAGER AT A TELEVISION STATION

The activities on the following pages are tasks that you will do today as promotion manager at WOBY-TV, a local television station.

The Promotion Department handles the advertising and public relations for the station. As Promotion Manager, you will

1. Give clear instructions to employees

2. Build employee morale

3. Write, edit, and approve commercials

4. Deal with employee problems

5. Interview, select, and hire new new employees

GIVING CLEAR INSTRUCTIONS

As you listen to other managers give instructions to their employees, you will notice the employees are often confused by the instructions. The following are some instructions you have heard other managers give that are confusing or that can be misinterpreted.

Show how you, as a manager, would have phrased the sentences below to make the instructions clear. The first sentence is done as an example.

Shortly after he arrived at work today, Ed told Larry:

Larry, please take this dictation and give a copy to Mr. Lacy in shorthand.

Later, Ed handed Larry a letter and said:

Please get this letter out and ask Brenda to come to my office in today's mail.

Just before noon, Ed gave Larry a rough draft of a letter and said:

When you have time, type this letter and give it to Al Lacy on the electric typewriter.

After lunch, Ed told Larry:

Please post a notice to employees on the bulletin board explaining our new working hours.

Bulletin Board

Before leaving to catch a plane to New York, Ed said to Larry:

Please tell Al Lacy I will call him to discuss the new show from the airport.

(Simulation Page 2)

BUILDING EMPLOYEE MORALE

To be successful as a manager, you must have loyal employees. A manager builds morale and loyalty among employees by caring about the feelings and happiness of each employee. Some ways that you, as a manager, can show you care about your employees are to:

1. give recognition to employees for outstanding achievements;
2. show appreciation to employees for work especially well done;
3. console employees when unusually sad events make them unhappy;
4. reconcile differences among employees;
5. mollify or ease feelings of employees who are saddened by unpleasant work-related situations.

Below are five situations involving your two secretaries (Sarah and Carmelita) in which you should try to build--or maintain--good morale. Tell what you would do or say in each of these situations. One example of what you might do in the first situation is suggested.

Situation 1 (Give recognition)

Both Sarah and Carmelita have just passed the national Certified Professional Secretary (CPS) exams. Becoming a CPS takes a lot of hard work, and this is a real honor for both Sarah and Carmelita. How would you show Sarah and Carmelita that you recognize and appreciate their achievements in becoming Certified Professional Secretaries?

(Example. praise both women and have a story about their achievements in the company newspaper.) You give another example:

____

Situation 2 (Show appreciation)

Carmelita voluntarily stayed at the office until 8 p.m. last night to finish typing and duplicating some reports that you need for an early morning conference today. How would you show your appreciation to Carmelita?

____

____

____

(Simulation Page 3)

Situation 3 (Console employees)

The general office manager is leaving WOBY, and Sarah has applied for this position because it would be a very good promotion for her. Another secretary who has been with WOBY only a short time also applied for the office manager position. The other secretary got the position.

What would you say to Sarah (or do) to console her?

Situation 4 (Reconcile differences)

Sarah and Carmelita have not been getting along very well lately. Another employee tells you that Sarah is complaining that you are giving her much more work than you are giving to Carmelita. Carmelita, on the other hand, thinks you favor Sarah since you give more work to Sarah. Actually, the reason you give more work to Sarah is that her desk is just outside your door, and Sarah has a better typewriter which produces nicer looking typed copy.

How would you reconcile differences (or establish good feelings) between Sarah and Carmelita?

Situation 5 (Mollify or ease feelings)

Carmelita is being transferred from your department to the sales department because much of the routine correspondence that she has typed for you is now being typed in the new word-processing department. Although she has not been with you as long as Sarah and knows that she is the logical one of the two secretaries to be transferred, she is obviously upset.

What might you do to mollify her (that is, to make her feel better about the transfer)?

(Simulation Page 4)

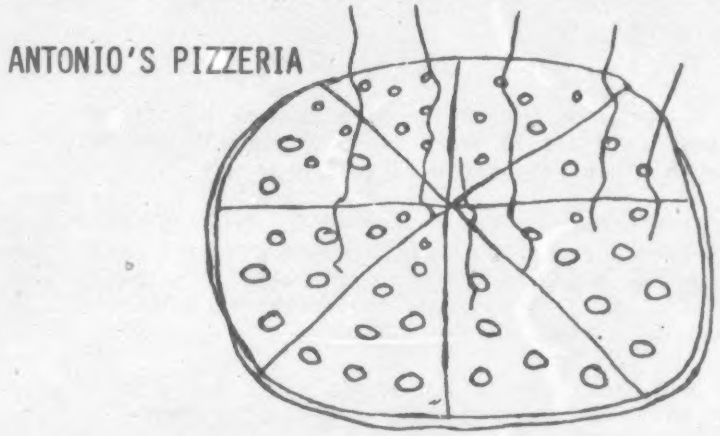
WRITING COMMERCIALS

A large portion of WOBY-TV's income is obtained from selling time for TV commercials. Although the station employs special commercial writers, as promotion manager you often suggest catchy slogans for the commercials.

Antonio's Pizzeria has purchased time for a 30-second commercial to advertise their pizza. Antonio asked you to write a commercial that will "make the viewer's mouth water."

Instructions: Write a commercial that will make the pizza shown below appetizing to the TV viewers.

Antonio's Pizzeria Commercial   Air Time: 8:15   Program: Good Times



(Simulation Page 5)

DEALING WITH PEOPLE

Jeff Jones, a typist at station WOBY-TV, works in your department. Lately, when you have walked past his desk, you notice that Jeff is often on the telephone. Today, you urgently needed to talk with Jeff about a report to be typed and mailed out this afternoon. As you stepped up to Jeff's desk to discuss the report with him, you overheard him making plans with his girlfriend for that evening. You returned to your office and waited until Jeff got off the telephone, which was 10 minutes later.

You realize that Jeff is using work time to chat with his girlfriend and that the situation must be remedied. Check below the action you think you should take.

_____ 1. Say nothing and let the problem take care of itself because Jeff was 18 years old and probably wouldn't date this girlfriend for very long anyway.

_____ 2. Tell the other workers in the office to keep their ears open and let you know when and how long Jeff was on the phone making personal calls. In this way, you could confront Jeff with the facts when you talk to him.

_____ 3. Ask Jeff into your office to explain company policies; then explain why it is necessary to obey them.

_____ 4. Ask the head secretary to give Jeff a copy of company policies with the part on phone calls underlined in red.

REVIEWING APPLICATIONS FOR EMPLOYMENT

Catharine Jarowski, a general secretary in the promotion department, is leaving WOBY-TV, and you are eager to find a suitable replacement for her. You have interviewed two applicants, Rosita Rodriguez and Mary Rudolph. The two applicants seem equally acceptable in terms of their appearance, poise, and speaking ability. You have decided to hire one of the two, and you will decide which one to hire based on the applications which are shown on the next two pages.

Instructions: Study the applications and tell which applicant you would hire. Give the reasons for your selection.

Applicant to be hired: ________________________________

Reason for hiring this applicant: ______________________

____

____

____

____

____

(Simulation Page 7)

Name Rodriguez Rosita Lynn Date April 23, 197-
LAST FIRST MIDDLE

Address 3234 Orchard Lane Worthington, Ohio 43085
STREET CITY AND STATE ZIP

For what position are you applying? Secretary

Age 25 Citizenship U.S. Citizen Birthplace Madrid, Spain

Height 5' 7' Weight 135 Physical defects none

Check one of the following: SINGLE ☒ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐

How many dependents do you have? none What relationship? —

SCHOOLS OR COLLEGES THAT YOU ATTENDED	HOW LONG?	DID YOU GRADUATE?	NAME AND ADDRESS OF SCHOOL OR COLLEGE
High School		Yes	West Union High School - West Union, Ohio
College or University			
Trade or Business School			
Night or Extension School			
Other			

Are you now employed? Yes By whom? Western Electric

If employed, how soon could you start to work for us? As soon as possible

Summarize the work you have done on your last three jobs (latest or present job first).

EMPLOYED BY	HOW LONG?	WHAT WORK DID YOU DO?
Western Electric, Columbus, Ohio	1½ yrs	Secretarial
Turner Company, Sycamore, Illinois	3 yrs	Secretarial
Mercury Acceptance, Sycamore, Illinois	2 yrs	General office work

Use this space for additional facts or comments about your experience. Attended secretary's seminar in Chicago, Illinois.

Pre-employment test scores: Shorthand 110 Typing 70

NAME OF PERSONAL REFERENCE (NOT A RELATIVE OR AN EMPLOYER)	ADDRESS OF REFERENCE	OCCUPATION OR PROFESSION
Elaine Botkins	349 Ludlow, Columbus, O.	Personnel Manager
Carl Finley	713 State St. Sycamore, Ill.	Engineer
Gerald Gallagher	1916 Hard Road, Worthington, O.	Professor

May we ask your former employers and the above references about your habits and personality? Yes

Where can we telephone you? (614) 275-3728

Rosita Rodriguez
YOUR SIGNATURE

Name Rudolf (LAST) Mary (FIRST) P. (MIDDLE) Date April 22, 197-

Address 8120 Spring Street. (STREET) Columbus, Ohio (CITY AND STATE) 43201 (ZIP)

For what position are you applying? Secretarial

Age 21 Citizenship U. S. Birthplace New Albany, Indiana

Height 5' 6" Weight 128 Physical defects none

Check one of the following: SINGLE ☐ MARRIED ☒ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐

How many dependents do you have? 0 What relationship? —

SCHOOLS OR COLLEGES THAT YOU ATTENDED	HOW LONG?	DID YOU GRADUATE?	NAME AND ADDRESS OF SCHOOL OR COLLEGE
High School	4 yrs	Yes	New Albany High School, New Albany, Ind.
College or University			
Trade or Business School			
Night or Extension School			
Other			

Are you now employed? No By whom? —

If employed, how soon could you start to work for us? right away

Summarize the work you have done on your last three jobs (latest or present job first).

EMPLOYED BY	HOW LONG?	WHAT WORK DID YOU DO?
Sears Roebuck & Company	6 mos.	general office work
Emerson Tool Company	5 mos.	secretarial
General Electric Appliance Park	10 mos.	billing and general office

Use this space for additional facts or comments about your experience. I like office work

Pre-employment test scores: Shorthand 85 Typing 45

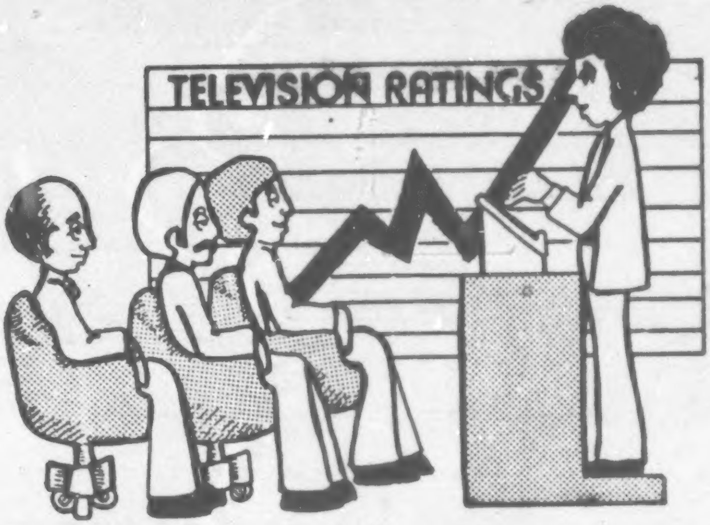
NAME OF PERSONAL REFERENCE (NOT A RELATIVE OR AN EMPLOYER)	ADDRESS OF REFERENCE	OCCUPATION OR PROFESSION
Samuel Thorne	421 South Fourth, New Albany, Ind.	Ford Plant Foreman
Lizzy Rainbolt	2842 Broad St, New Albany, Ind.	School Teacher
Bill Pilar	Louisville, Ky. (don't know address)	Office Manager

May we ask your former employers and the above references about your habits and personality? Yes

Where can we telephone you? 614 398-2766

(Simulation Page 9) Mary P. Rudolf
YOUR SIGNATURE

WOULD I LIKE TO BE A PROMOTION MANAGER?



Read and answer the questions below:

1. Can you give instructions clearly so that other people understand them? YES___ NO___

2. Do you encourage and praise others when they do things well? YES___ NO___

3. Can you think up catchy phrases? YES___ NO___

4. Do you like to make decisions? YES___ NO___

5. Are you able to get along with a variety of people--not just the friends you are with most of the time and feel comfortable with? YES___ NO___

6. Are you able to sell your ideas to others? YES___ NO___

7. List your traits that you think would help you to be a successful manager:

If most of your answers to the first six questions above were "yes", and if traits listed in question 7 outweigh those listed in question 8, chances are you would enjoy being a promotion manager.

jacie burns
frisco
song

UNIT 15

WORKING AS A MANAGER OF A SMALL RETAIL STORE

PURPOSE:

The purpose of this unit is to introduce students to some of the tasks that might be performed by the manager of a small retail business.

MAJOR ACTIVITY:

The major activity of this unit is a job simulation in which students take the place of Nori Eidsmoe, manager of the Pop and Rock Record Shop, a small retail record shop that specializes in popular and rock records. The tasks students perform during the simulation require them to prepare a purchase order, check an invoice, handle public relations problems, and prove cash. (Other aspects of a manager's job are shown in the preceding unit.) The procedures for this activity are as follows:

Before Class Begins:

1. Duplicate and assemble enough copies of the student simulation packet to provide each student with a set.
2. Read the "General Information About Small Business Managers" sheet and then scan the teacher's key to the simulation.

During Class:

1. Distribute the simulation packets and read and discuss the introductory page with students.

During Class (continued):

2. Ask students to complete the simulation activities. While they are busy with their tasks, you may wish to read through all of the information in the teacher's key.

3. When students have completed their work, go through the unit with them, checking answers and discussing the topics listed in the teacher's key.

4. If time permits, use the activities listed below to conclude the unit.

OPTIONAL ACTIVITIES:

1. Class Discussion: Have students assume the role of office manager and discuss how they would handle the situations shown on the following page. As students discuss these "people problems," ask the following questions:

    a. Why is it important for a manager to be able to solve problems dealing with people?

    b. What do you think would happen if a manager ignored "people problems" like the ones we just discussed.

    c. What traits does a manager need to work well with employees?

    d. What are examples of some situations in your own life that require you to work out problems involving other people?

2. Have students interview managers of small businesses in the community or invite one or more small business managers to class for a group interview. See the Interview Guide in the appendix for procedures on conducting a class interview.

WHAT WOULD YOU DO?

Four situations that you might encounter when you become a manager are described below. Briefly describe how you would handle each situation.

Your receptionist has begun wearing Levis and a t-shirt to work. Since the company doesn't have a formal dress code, no one has ever mentioned standards of dress to her. You are afraid other employees will follow her example and show up at work not properly attired.

How would you deal with this problem?

Leslie has worked for your company ten years and is one of your best workers. He is so efficient he often finishes his work ahead of schedule and goes to the other employees' desks and picks up their work to do. Some of these other employees have complained about Leslie being bossy and trying to run the place. However, since Leslie does more work than any two of them, you want to keep him happy.

What actions could you take to remedy the situation?

Sharon Stromberg, your secretary, calls in sick for the day but when you went to lunch you saw her walking into the municipal swimming pool.

What should you do?

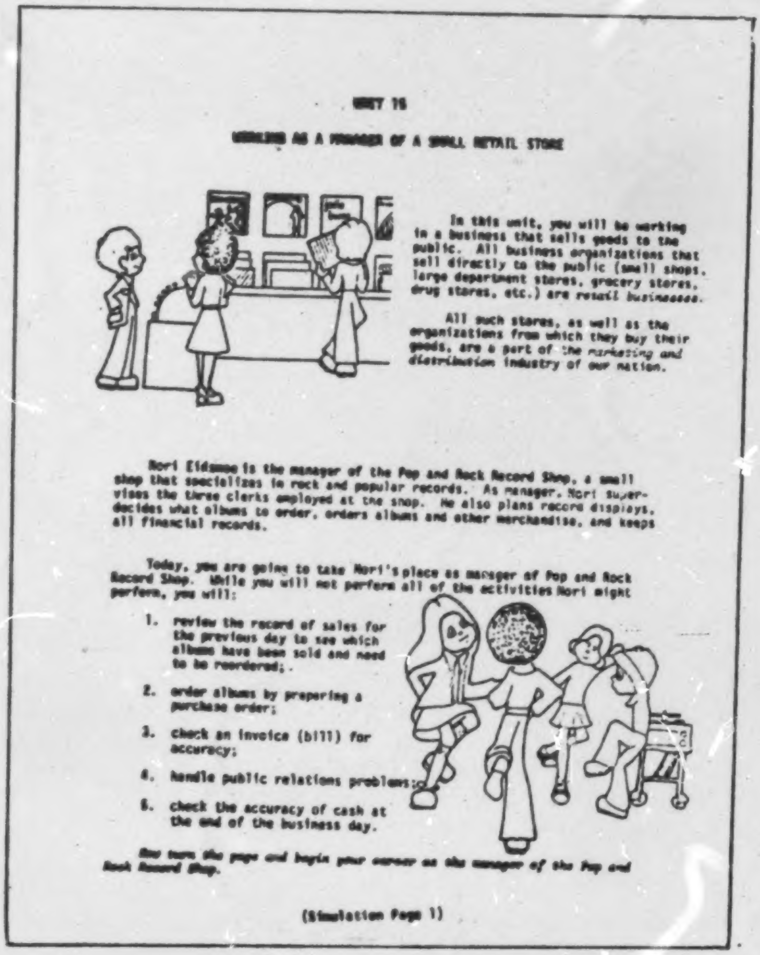
A young high school student works at the McDonald's Hamburger Drive-In that you manage. You are very pleased with the student's work, but you have noticed that he is often 5-10 minutes late for work. To avoid having his pay docked for being late, he has another student clock in for him.

How would you handle this situation?

KEY - UNIT 15

HOW THE MANAGER OF A SMALL RETAIL SHOP USES MULTIPLICATION ON THE JOB

Introductory Page of Student Packet:



UNIT 15

WORKING AS A MANAGER OF A SMALL RETAIL STORE

In this unit, you will be working in a business that sells goods to the public. All business organizations that sell directly to the public (small shops, large department stores, grocery stores, drug stores, etc.) are *retail businesses.*

All such stores, as well as the organizations from which they buy their goods, are a part of *the marketing and distribution industry* of our nation.

Nori Eidsmoe is the manager of the Pop and Rock Record Shop, a small shop that specializes in rock and popular records. As manager, Nori supervises the three clerks employed at the shop. He also plans record displays, decides what albums to order, orders albums and other merchandise, and keeps all financial records.

Today, you are going to take Nori's place as manager of Pop and Rock Record Shop. While you will not perform all of the activities Nori might perform, you will:

1. review the record of sales for the previous day to see which albums have been sold and need to be reordered;.
2. order albums by preparing a purchase order;
3. check an invoice (bill) for accuracy;
4. handle public relations problems;
5. check the accuracy of cash at the end of the business day.

Now turn the page and begin your career as the manager of the Pop and Rock Record Shop.

(Simulation Page 1)

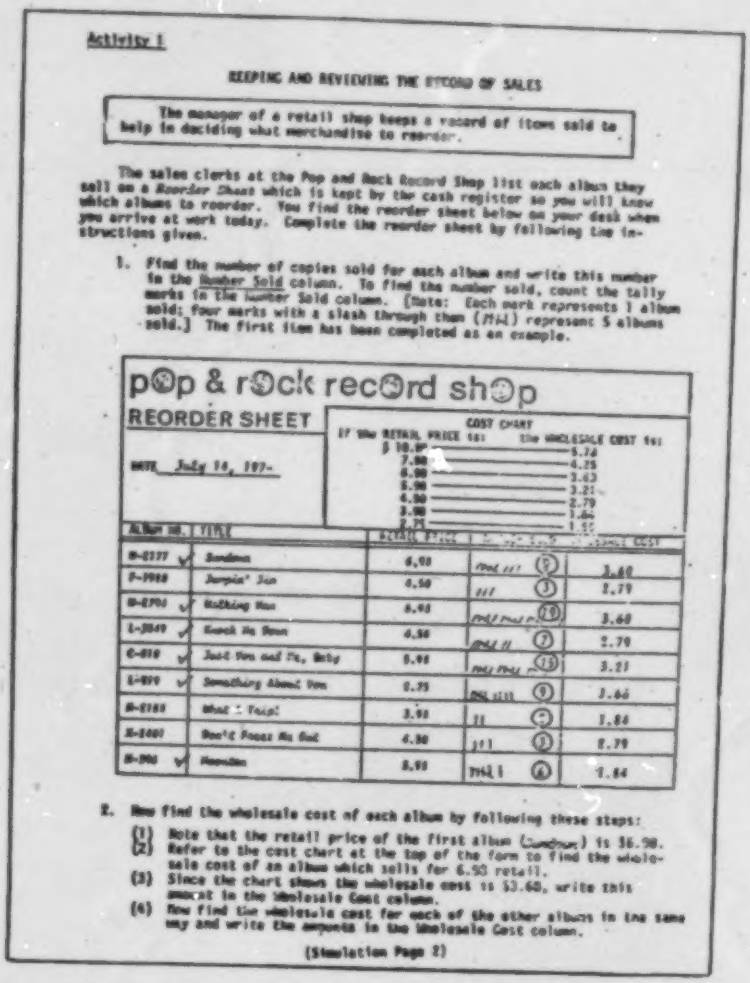
As you discuss the packet introductory page with students, supplement the discussion with information from page 287, "General Information About Small Business Managers."

If some of your students are acquainted with people who are managers, ask them to describe some of the tasks performed by these people and to tell in what type of organization the managers work.

KEY - UNIT 15

KEEPING AND REVIEWING THE RECORD OF SALES

Activity 1:



Activity 1

KEEPING AND REVIEWING THE RECORD OF SALES

The manager of a retail shop keeps a record of items sold to help in deciding what merchandise to reorder.

The sales clerks at the Pop and Rock Record Shop list each album they sell on a *Reorder Sheet* which is kept by the cash register so you will know which albums to reorder. You find the reorder sheet below on your desk when you arrive at work today. Complete the reorder sheet by following the instructions given.

1. Find the number of copies sold for each album and write this number in the Number Sold column. To find the number sold, count the tally marks in the Number Sold column. [Note: Each mark represents 1 album sold; four marks with a slash through them (𝍸) represent 5 albums sold.] The first item has been completed as an example.

pop & rock record shop

REORDER SHEET

COST CHART

2. Now find the wholesale cost of each album by following these steps:
   (1) Note that the retail price of the first album (Sundown) is $6.98.
   (2) Refer to the cost chart at the top of the form to find the wholesale cost of an album which sells for 6.98 retail.
   (3) Since the chart shows the wholesale cost is $3.60, write this amount in the Wholesale Cost column.
   (4) Now find the wholesale cost for each of the other albums in the same way and write the amounts in the Wholesale Cost column.

(Simulation Page 2)

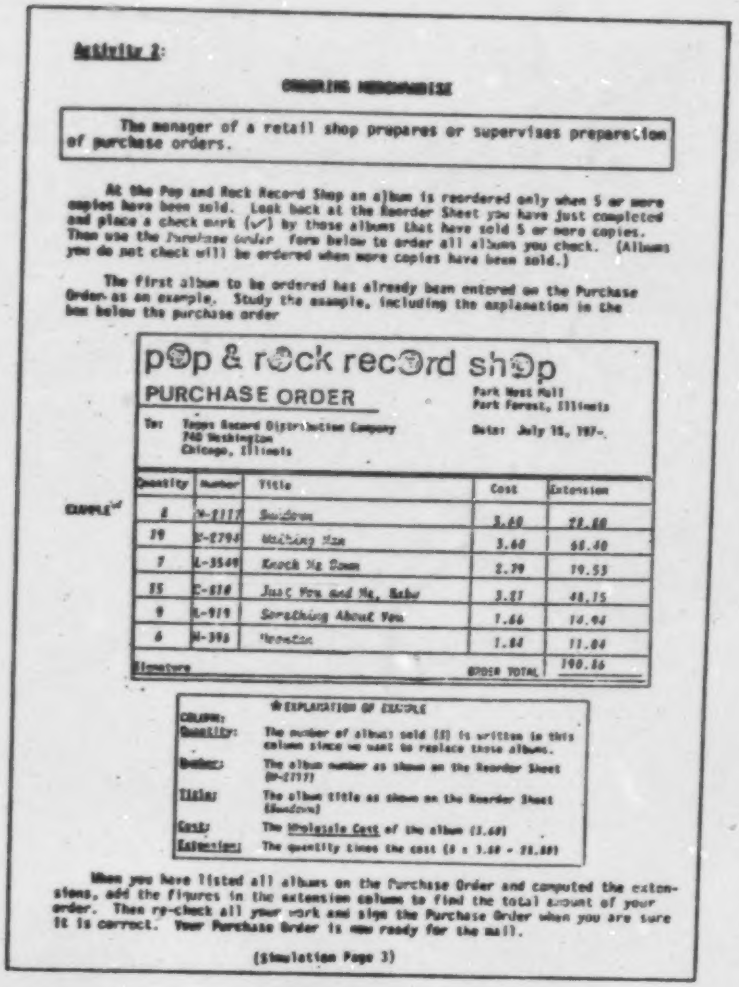
This activity introduces students to the use of tally marks and gives them practice converting tally marks to Arabic numerals. It also gives students experience in reading charts.

If students make errors on Activity 1, those errors will be reflected in their answers in Activity 2. Therefore, you may want to go over the answers to this activity with the class as soon as most of the students have finished the activity and before they go to the next activity.

KEY - UNIT 15

ORDERING MERCHANDISE

Activity 2:



Activity 2:

ORDERING MERCHANDISE

The manager of a retail shop prepares or supervises preparation of purchase orders.

At the Pop and Rock Record Shop an album is reordered only when 5 or more copies have been sold. Look back at the Reorder Sheet you have just completed and place a check mark (✓) by those albums that have sold 5 or more copies. Then use the *Purchase Order* form below to order all albums you check. (Albums you do not check will be ordered when more copies have been sold.)

The first album to be ordered has already been entered on the Purchase Order as an example. Study the example, including the explanation in the box below the purchase order

pop & rock record shop

PURCHASE ORDER

Park West Mall
Park Forest, Illinois

To: [illegible] Record Distribution Company
740 Washington
Chicago, Illinois

Date: July 15, 197-

EXAMPLE*

Quantity	Number	Title	Cost	Extension
8	W-2117	Sundown	3.60	28.80
19	S-2794	Walking Man	3.60	68.40
7	L-3540	Knock Me Down	2.79	19.53
15	C-810	Just You and Me, Baby	3.21	48.15
9	L-919	Something About You	1.66	14.94
6	W-396	[illegible]	1.84	11.04
Signature			ORDER TOTAL	190.86

*EXPLANATION OF EXAMPLE

COLUMN:

Quantity:	The number of albums sold (8) is written in this column since we want to replace those albums.
Number:	The album number as shown on the Reorder Sheet (W-2717)
Title:	The album title as shown on the Reorder Sheet (Sundown)
Cost:	The Wholesale Cost of the album (3.60)
Extension:	The quantity times the cost (8 x 3.60 = 28.80)

When you have listed all albums on the Purchase Order and computed the extensions, add the figures in the extension column to find the total amount of your order. Then re-check all your work and sign the Purchase Order when you are sure it is correct. Your Purchase Order is now ready for the mail.

(Simulation Page 3)

To complete this activity, students must refer to Activity 1. Students are instructed to:

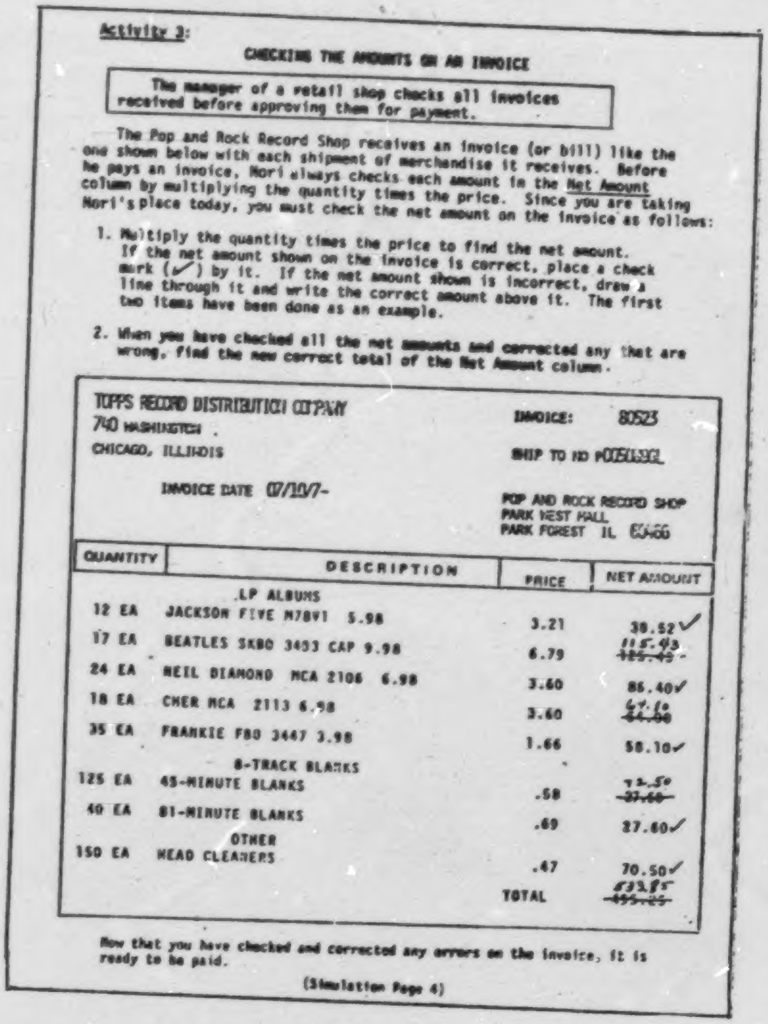
1. Go to the Reorder Sheet (Activity 1) and place a check mark (✓) by those albums of which five or more copies have been sold;
2. Transfer the name, album number, quantity, and cost of each album selling five or more copies to the purcahse order; and
3. Compute the extensions for each album by multiplying the quantity times the cost figure.
4. Total the extension column.

Discuss with students the need to keep adequate merchandise on hand. Point out that if the record shop did not reorder popular records as the albums are sold, the store would run out and customers would go elsewhere to buy. Thus, reordering merchandise promptly is a crucial part of the manager's job in a small retail shop.

KEY - UNIT 15

CHECKING THE AMOUNTS ON AN INVOICE

Activity 3:



Activity 3:

CHECKING THE AMOUNTS ON AN INVOICE

The manager of a retail shop checks all invoices received before approving them for payment.

The Pop and Rock Record Shop receives an invoice (or bill) like the one shown below with each shipment of merchandise it receives. Before he pays an invoice, Nori always checks each amount in the Net Amount column by multiplying the quantity times the price. Since you are taking Nori's place today, you must check the net amount on the invoice as follows:

1. Multiply the quantity times the price to find the net amount. If the net amount shown on the invoice is correct, place a check mark (✓) by it. If the net amount shown is incorrect, draw a line through it and write the correct amount above it. The first two items have been done as an example.
2. When you have checked all the net amounts and corrected any that are wrong, find the new correct total of the Net Amount column.

TOPPS RECORD DISTRIBUTION COMPANY
740 WASHINGTON .
CHICAGO, ILLINOIS

INVOICE: 80523

SHIP TO NO P0050U9GL

INVOICE DATE 07/10/7-

POP AND ROCK RECORD SHOP
PARK WEST MALL
PARK FOREST IL 60466

QUANTITY	DESCRIPTION	PRICE	NET AMOUNT
	LP ALBUMS		
12 EA	JACKSON FIVE M78V1 5.98	3.21	38.52 ✓
17 EA	BEATLES SKBO 3453 CAP 9.98	6.79	115.43 ~~105.43~~
24 EA	NEIL DIAMOND MCA 2106 6.98	3.60	86.40 ✓
18 EA	CHER MCA 2113 6.98	3.60	64.80 ~~54.00~~
35 EA	FRANKIE FBO 3447 3.98	1.66	58.10 ✓
	8-TRACK BLANKS		
125 EA	45-MINUTE BLANKS	.58	72.50 ~~27.60~~
40 EA	81-MINUTE BLANKS	.69	27.60 ✓
	OTHER		
150 EA	HEAD CLEANERS	.47	70.50 ✓
		TOTAL	533.85 ~~495.25~~

Now that you have checked and corrected any errors on the invoice, it is ready to be paid.

(Simulation Page 4)

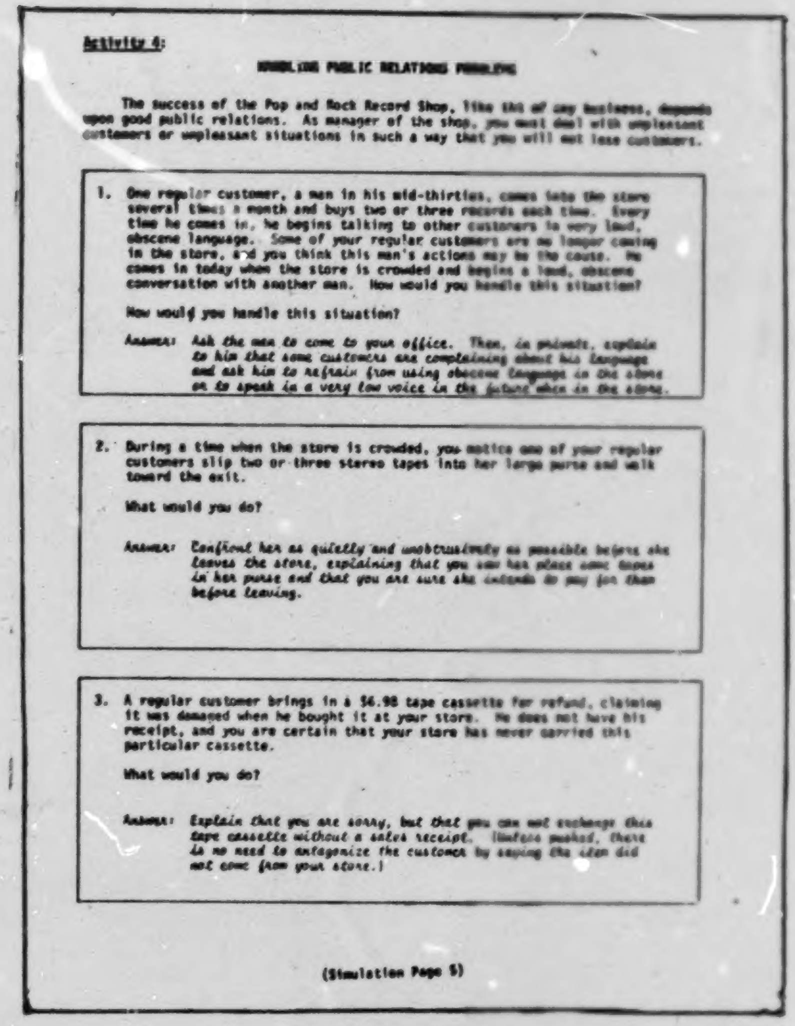
This activity simply requires students to check the extensions on the invoice shown above by multiplying the quantity times the price.

Students should have placed a check mark by each correct extension and changed incorrect extensions as shown in the illustration above.

KEY - UNIT 15

HANDLING PUBLIC RELATIONS PROBLEMS

Activity 4:



Activity 4:

HANDLING PUBLIC RELATIONS PROBLEMS

The success of the Pop and Rock Record Shop, like that of any business, depends upon good public relations. As manager of the shop, you must deal with unpleasant customers or unpleasant situations in such a way that you will not lose customers.

1. One regular customer, a man in his mid-thirties, comes into the store several times a month and buys two or three records each time. Every time he comes in, he begins talking to other customers in very loud, obscene language. Some of your regular customers are no longer coming in the store, and you think this man's actions may be the cause. He comes in today when the store is crowded and begins a loud, obscene conversation with another man. How would you handle this situation?

   How would you handle this situation?

   Answer: *Ask the man to come to your office. Then, in private, explain to him that some customers are complaining about his language and ask him to refrain from using obscene language in the store or to speak in a very low voice in the future when in the store.*

2. During a time when the store is crowded, you notice one of your regular customers slip two or three stereo tapes into her large purse and walk toward the exit.

   What would you do?

   Answer: *Confront her as quietly and unobtrusively as possible before she leaves the store, explaining that you saw her place some tapes in her purse and that you are sure she intends to pay for them before leaving.*

3. A regular customer brings in a $6.98 tape cassette for refund, claiming it was damaged when he bought it at your store. He does not have his receipt, and you are certain that your store has never carried this particular cassette.

   What would you do?

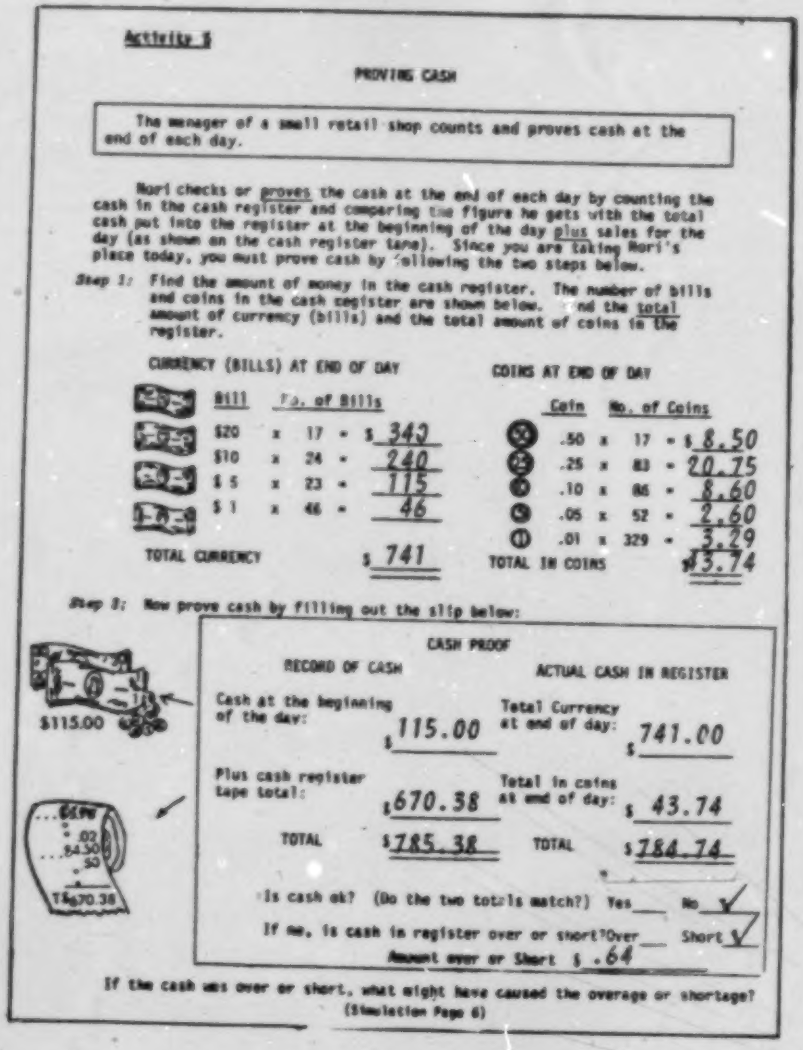
   Answer: *Explain that you are sorry, but that you can not exchange this tape cassette without a sales receipt. (Unless pushed, there is no need to antagonize the customer by saying the item did not come from your store.)*

(Simulation Page 5)

The answers given above are merely suggestive. Allow students to discuss various approaches to the problems. Consider listing their suggestions for handling the problems on the chalkboard and allowing them to vote to choose the best solution to each problem.

PROVING CASH

Activity 5:



Activity 5

PROVING CASH

The manager of a small retail shop counts and proves cash at the end of each day.

Mori checks or proves the cash at the end of each day by counting the cash in the cash register and comparing the figure he gets with the total cash put into the register at the beginning of the day plus sales for the day (as shown on the cash register tape). Since you are taking Mori's place today, you must prove cash by following the two steps below.

Step 1: Find the amount of money in the cash register. The number of bills and coins in the cash register are shown below. Find the total amount of currency (bills) and the total amount of coins in the register.

CURRENCY (BILLS) AT END OF DAY

Bill		No. of Bills		
$20	x	17	=	$ 340
$10	x	24	=	240
$ 5	x	23	=	115
$ 1	x	46	=	46
TOTAL CURRENCY				$ 741

COINS AT END OF DAY

Coin		No. of Coins		
.50	x	17	=	$ 8.50
.25	x	83	=	20.75
.10	x	86	=	8.60
.05	x	52	=	2.60
.01	x	329	=	3.29
TOTAL IN COINS				$43.74

Step 2: Now prove cash by filling out the slip below:

CASH PROOF

RECORD OF CASH		ACTUAL CASH IN REGISTER	
Cash at the beginning of the day:	$ 115.00	Total Currency at end of day:	$ 741.00
Plus cash register tape total:	$ 670.38	Total in coins at end of day:	$ 43.74
TOTAL	$ 785.38	TOTAL	$ 784.74

Is cash ok? (Do the two totals match?) Yes___ No ✓

If no, is cash in register over or short? Over___ Short ✓

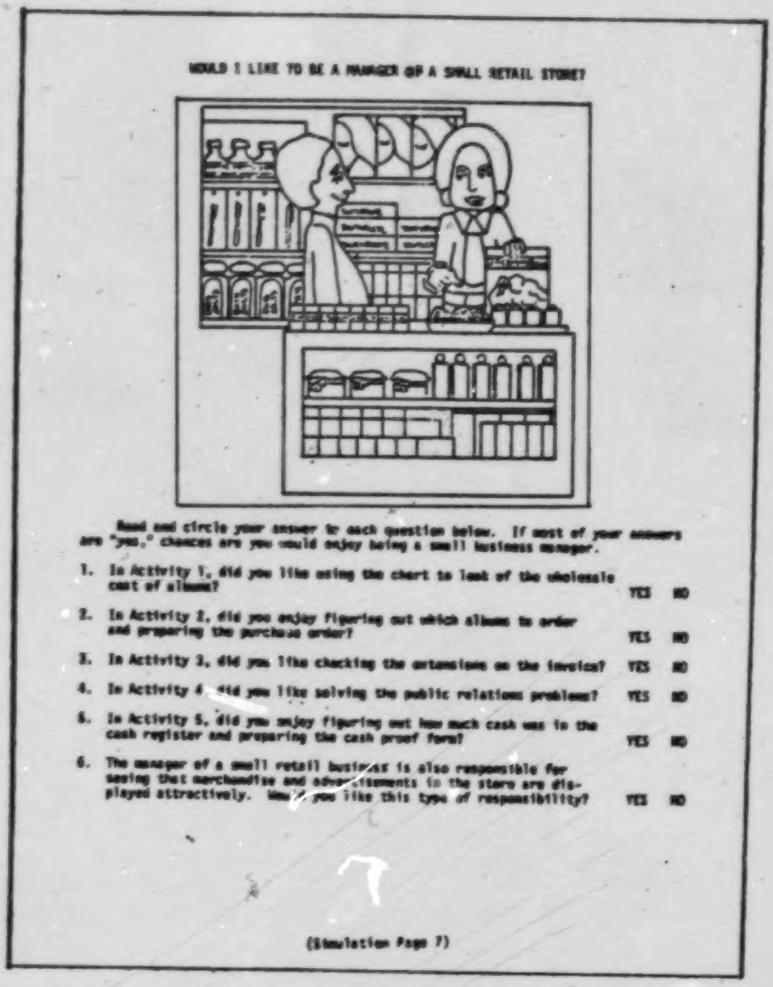
Amount over or Short $ .64

If the cash was over or short, what might have caused the overage or shortage?
(Simulation Page 6)

The illustration above shows the answers for Activity 5. In checking Step 1, first check to see whether students have the correct totals for "Currency at End of Day" and "Coins at End of Day". If students' totals for this step are not correct, have them recheck their multiplication and re-total.

In checking Step 2 (cash proof) have students explain why the cash at the beginning of the day plus the cash register tape total should equal the total in the cash register at the end of the day.

Since the cash was 64¢ short, discuss with students the reasons why the shortage might have occurred.



WOULD I LIKE TO BE A MANAGER OF A SMALL RETAIL STORE?

Read and circle your answer to each question below. If most of your answers are "yes," chances are you would enjoy being a small business manager.

1. In Activity 1, did you like using the chart to look up the wholesale cost of albums? YES NO
2. In Activity 2, did you enjoy figuring out which albums to order and preparing the purchase order? YES NO
3. In Activity 3, did you like checking the extensions on the invoice? YES NO
4. In Activity 4, did you like solving the public relations problems? YES NO
5. In Activity 5, did you enjoy figuring out how much cash was in the cash register and preparing the cash proof form? YES NO
6. The manager of a small retail business is also responsible for seeing that merchandise and advertisements in the store are displayed attractively. Would you like this type of responsibility? YES NO

(Simulation Page 7)

Individual student responses to the questions on this sheet will vary; however, after such a brief exposure, it should not be expected that all will have an interest in the field of small business management.

GENERAL INFORMATION ON SMALL BUSINESS MANAGERS

All managers, from managers of very small businesses to the top managers of large corporations, have the common task of leading their organizations toward success, which generally is measured in terms of profits earned.

In a small retail organization, the manager is employed by the owner to operate the business at a profit. Because the business is small, the manager is a "jack of all trades," performing such varied activities as follows:

- *checking the financial papers of the business (bills, invoices, bank statements, etc.) for correctness*
- *checking cash on hand at the beginning of each day and proving cash at the end of each day*
- *preparing financial records and reports for the owner or owners of the business*
- *making decisions regarding what type of merchandise to buy, what selling techniques to use, how many sales clerks to hire, and so forth*
- *handling human relations problems among employees and handling customer complaints*
- *hiring, supervising, and discharging employees*
- *planning and arranging for advertisement of the business and its products*

The successful manager of a small business must have good human relations skills and must have some background and skill in handling financial operations. Furthermore, the manager must be able to make sound decisions and be able to communicate these decisions clearly to the other employees. Because they must perform or oversee so many activities of the organization, the small business manager must not only work hard but must also be able to motivate all other employees to work toward the best interest of the organization.

Unlike most top managers in large organizations, managers of small businesses often do not have college degrees. However, since they need the skills described above, small business managers profit from business courses in high school (such as business principles, accounting, business law, typewriting, etc.) and from such courses in vocational schools, junior colleges, or colleges.

Generally, managers of small businesses do not start out as managers. They begin by working in the business as a sales person or as an office worker. As they learn about the business and begin to demonstrate their knowledge of and interest in the total operation of the business, they may be promoted to assistant management or management positions, or they may find such positions in other organizations.

UNIT 15

WORKING AS A MANAGER OF A SMALL RETAIL STORE

In this unit, you will be working in a business that sells goods to the public. All business organizations that sell directly to the public (small shops, large department stores, grocery stores, drug stores, etc.) are *retail businesses*.

All such stores, as well as the organizations from which they buy their goods, are a part of the *marketing and distribution* industry of our nation.

Nori Eidsmoe is the manager of the Pop and Rock Record Shop, a small shop that specializes in rock and popular records. As manager, Nori supervises the three clerks employed at the shop. He also plans record displays, decides what albums to order, orders albums and other merchandise, and keeps all financial records.

Today, you are going to take Nori's place as manager of Pop and Rock Record Shop. While you will not perform all of the activities Nori might perform, you will:

1. review the record of sales for the previous day to see which albums have been sold and need to be reordered;
2. order albums by preparing a purchase order;
3. check an invoice (bill) for accuracy;
4. handle public relations problems;
5. check the accuracy of cash at the end of the business day.

Now turn the page and begin your career as the manager of the Pop and Rock Record Shop.

(Simulation Page 1)

Activity 1:

KEEPING AND REVIEWING THE RECORD OF SALES

> The manager of a retail shop keeps a record of items sold to help in deciding what merchandise to reorder.

The sales clerks at the Pop and Rock Record Shop list each album they sell on a *Reorder Sheet* which is kept by the cash register so you will know which albums to reorder. You find the reorder sheet below on your desk when you arrive at work today. Complete the reorder sheet by following the instructions given below.

1. Find the number of copies sold for each album and write this number in the Number Sold column. To find the number sold, count the tally marks in the Number Sold column. [Note: Each mark represents 1 album sold; four marks with a slash through them (𝍸) represent 5 albums sold.] The first item has been completed as an example.

pop & rock record shop

REORDER SHEET

DATE *July 14, 197-*

COST CHART

If the RETAIL PRICE is:	the WHOLESALE COST is:
$ 10.98	5.78
7.98	4.25
6.98	3.60
5.98	3.21
4.50	2.79
3.98	1.84
2.75	1.66

ALBUM NO.	TITLE	RETAIL PRICE	NUMBER SOLD	WHOLESALE COST
W-2177	*Sundown*	6.98	𝍸 ||| ⑧	
F-1920	*Jumpin' Jim*	4.50	|||	
W-2794	*Walking Man*	6.98	𝍸 𝍸 𝍸 ||||	
L-3549	*Knock Me Down*	4.50	𝍸 ||	
C-810	*Just You and Me, Baby*	5.98	𝍸 𝍸 𝍸	
L-919	*Something About You*	2.75	𝍸 ||||	
M-2188	*What A Trip!*	3.98	||	
X-2401	*Don't Freez Me Out*	4.50	|||	
M-396	*Moontan*	3.98	𝍸 |	

2. Now find the wholesale cost of each album by following these steps:
    - (1) Note that the retail price of the first album (*Sundown*) is $6.98.
    - (2) Refer to the cost chart at the top of the form to find the wholesale cost of an album which sells for 6.98 retail.
    - (3) Since the chart shows the wholesale cost is $3.60, write this amount in the Wholesale Cost column.
    - (4) Now find the wholesale cost for each of the other albums in the same way and write the amounts in the Wholesale Cost column.

(Simulation Page 2)

Activity 3:

CHECKING THE AMOUNTS ON AN INVOICE

> The manager of a retail shop checks all invoices received before approving them for payment.

The Pop and Rock Record Shop receives an invoice (or bill) like the one shown below with each shipment of merchandise it receives. Before he pays an invoice, Nori always checks each amount in the Net Amount column by multiplying the quantity times the price. Since you are taking Nori's place today, you must check the net amount on the invoice as follows:

1. Multiply the quantity times the price to find the net amount. If the net amount shown on the invoice is correct, place a check mark (✓) by it. If the net amount shown is incorrect, draw a line through it and write the correct amount above it. The first two items have been done as an example.
2. When you have checked all the net amounts and corrected any that are wrong, find the new correct total of the Net Amount column.

TOPPS RECORD DISTRIBUTION COMPANY
740 WASHINGTON
CHICAGO, ILLINOIS

INVOICE: 80523

SHIP TO NO P005089GL

INVOICE DATE 07/10/7-

POP AND ROCK RECORD SHOP
PARK WEST MALL
PARK FOREST IL 60466

QUANTITY	DESCRIPTION	PRICE	NET AMOUNT
	LP ALBUMS		
12 EA	JACKSON FIVE M78V1 5.98	3.21	38.52 ✓
17 EA	BEATLES SKBO 3403 CAP 9.98	6.79	115.43 ~~125.43~~
24 EA	NEIL DIAMOND MCA 2106 6.98	3.60	86.40
18 EA	CHER MCA 2113 6.98	3.60	64.00
35 EA	FRANKIE FBO 3447 3.98	1.66	58.10
	8-TRACK BLANKS		
125 EA	45-MINUTE BLANKS	.58	27.50
40 EA	81-MINUTE BLANKS	.69	27.60
	OTHER		
150 EA	HEAD CLEANERS	.47	70.50
		TOTAL	495.25

Now that you have checked and corrected any errors on the invoice, it is ready to be paid.

Activity 4:

HANDLING PUBLIC RELATIONS PROBLEMS

The success of the Pop and Rock Record Shop, like tht of any business, depends upon good public relations. As manager of the shop, you must deal with unpleasant customers or unpleasant situations in such a way that you will not lose customers. Tell how you would handle the following situations:

1. One regular customer, a man in his mid-thirties, comes into the store several times a month and buys two or three records each time. Every time he comes in, he begins talking to other customers in very loud, obscene language. Some of your regular customers are no longer coming in the store, and you think this man's actions may be the cause. He comes in today when the store is crowded and begins a loud, obscene conversation with another man. How would you handle this situation?

   How would you handle this situation?

2. During a time when the store is crowded, you notice one of your regular customers slip two or three stereo tapes into her large purse and walk toward the exit.

   What would you do?

3. A regular customer brings in a $6.98 tape cassette for refund, claiming it was damaged when he bought it at your store. He does not have his receipt, and you are certain that your store has never carried this particular cassette.

   What would you do?

(Simulation Page 5)

Activity 5

PROVING CASH

The manager of a small retail shop counts and proves cash at the end of each day.

Nori checks or proves the cash at the end of each day by counting the cash in the cash register and comparing the figure he gets with the total cash put into the register at the beginning of the day plus sales for the day (as shown on the cash register tape). Since you are taking Nori's place today, you must prove cash by following the two steps below.

Step 1: Find the amount of money in the cash register. The number of bills and coins in the cash register are shown below. Find the total amount of currency (bills) and the total amount of coins in the register.

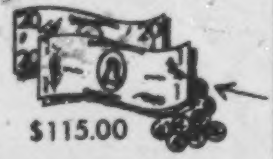
CURRENCY (BILLS) AT END OF DAY

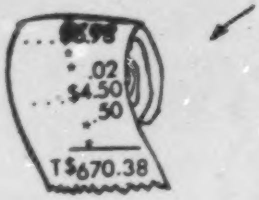
Bill		No. of Bills		
$20	x	17	=	$______
$10	x	24	=	______
$ 5	x	23	=	______
$ 1	x	46	=	______
TOTAL CURRENCY				$______

COINS AT END OF DAY

Coin		No. of Coins		
.50	x	17	=	$______
.25	x	83	=	______
.10	x	86	=	______
.05	x	52	=	______
.01	x	329	=	______
TOTAL IN COINS				$______

Step 2: Now prove cash by filling out the slip below:





CASH PROOF

RECORD OF CASH		ACTUAL CASH IN REGISTER	
Cash at the beginning of the day:	$__________	Total Currency at end of day:	$__________
Plus cash register tape total:	$__________	Total in coins at end of day:	$__________
TOTAL	$__________	TOTAL	$__________

Is cash ok? (Do the two totals match?) Yes____ No______

If no, is cash in register over or short? Over___ Short____

Amount over or Short $____________

If the cash was over or short, what might have caused the overage or shortage?

(Simulation Page 6)

WOULD I LIKE TO BE A MANAGER OF A SMALL RETAIL STORE?

TOOTHPASTE
TOOTHPASTE
TOOTHPASTE
TOOTHPASTE
TOOTHPASTE
BATH SALTS
BATH SALTS
BATH SALTS

Read and circle your answer to each question below. If most of your answers are "yes," chances are you would enjoy being a small business manager.

1. In Activity 1, did you like using the chart to look of the wholesale cost of albums? YES NO
2. In Activity 2, did you enjoy figuring out which albums to order and preparing the purchase order? YES NO
3. In Activity 3, did you like checking the extensions on the invoice? YES NO
4. In Activity 4, did you like solving the public relations problems? YES NO
5. In Activity 5, did you enjoy figuring out how much cash was in the cash register and preparing the cash proof form? YES NO
6. The manager of a small retail business is also responsible for seeing that merchandise and advertisements in the store are displayed attractively. Would you like this type of responsibility? YES NO

PERSONNEL OFFICE
HELP WANTED

UNIT 16

WRITING LETTERS OF APPLICATION AND RESUMES

PURPOSE:

The purpose of this unit is to familiarize students with some of the steps in the job-seeking process.

MAJOR ACTIVITY:

The major activity of this unit is a simulation of the job-seeking process. In the unit, students will:

1. prepare personal resumes
2. review "help wanted" advertisements and select jobs for which they want to apply
3. write letters of application
4. complete an employment application form
5. plan and prepare for a job interview

Procedures:

1. Duplicate and distribute enough copies of the simulation packet to provide each student with a copy.

2. Review all information contained in the simulation with students, and then ask them to perform the activities called for.

3. When students have finished, review the completed simulation activities with them, using the teacher's key as a guide.

4. If time permits, use one or more of the optional activities on the following page to conclude the unit.

OPTIONAL ACTIVITIES:

1. Obtain as many different types of job application blanks as possible. Provide opportunity for students to fill in application blanks relevant to the type of job for which they are likely to apply.

2. Help students understand what will be expected of them on their first day of employment by guiding them through an imaginary first day. Point out that organizations vary in their orientation methods, but most has common expectations which students can predict and prepare for. Duplicate, distribute, and have students complete the worksheet on the next page.

   Suggested answers are given below.

During your first day or so on a new job, you should try to orient yourself as quickly as possible. You do this by looking for, listening for, and asking about information that will be helpful to you on the job. For example, you will look for room locations; listen for names of other employees; and, ask about daily check-in procedures. See how many other items of information you can think of that you might look for, listen for, or ask about.

On the first day I can look for:

room locations, cabinets, files, reference books, spelling aids

On the first day I can listen for:

directions, instructions, names, ideas, information

On the first day I can ask about:

information, directions, help in finding things, company, rules, products

3. On the chalkboard, write the name and beginning salary of an occupation about which you have salary or wage information. Then list all the deductions from gross pay and determine net pay. Explain each deduction and purposes and benefits to students. Have students prepare an income tax return for the wage-earner.

ORIENTING MYSELF TO A NEW JOB

During your first day or so on a new job, you should try to orient yourself as quickly as possible. You do this by looking for, listening for, and asking about information that will be helpful to you on the job. For example, you will look for room locations; listen for names of other employees; and ask about daily check-in procedures. See how many other items of information you can think of that you might look for, listen for, or ask about.

On the first day I can look for:

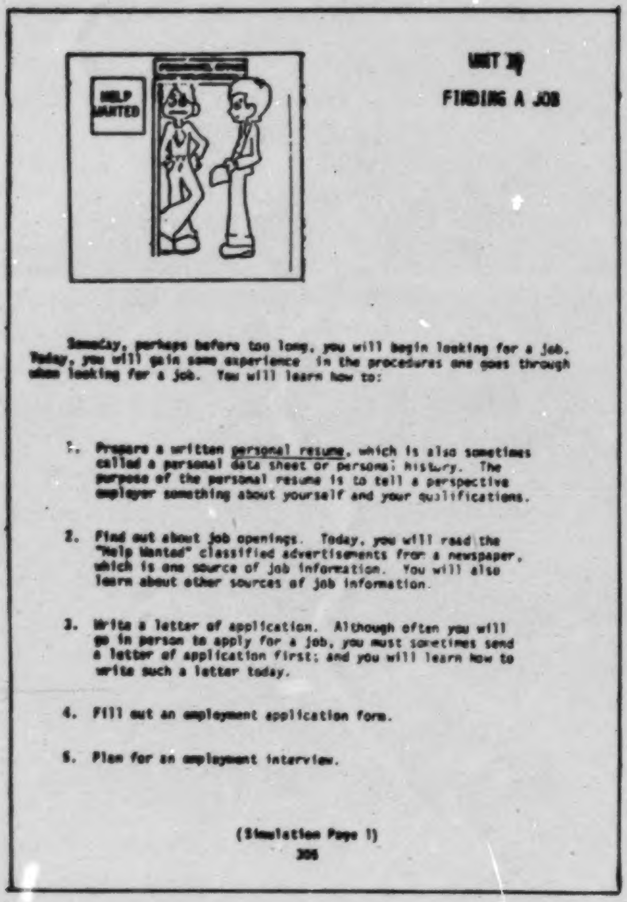
On the first day I can listen for:

On the first day I can ask about:

Simulation Page 1

Read through page 1 with students and discuss the information given in the five items listed on this page.

Before students begin written work on the simulation, discuss each simulation activity with them.



UNIT 15

FINDING A JOB

Someday, perhaps before too long, you will begin looking for a job. Today, you will gain some experience in the procedures one goes through when looking for a job. You will learn how to:

1. Prepare a written personal resume, which is also sometimes called a personal data sheet or personal history. The purpose of the personal resume is to tell a perspective employer something about yourself and your qualifications.
2. Find out about job openings. Today, you will read the "Help Wanted" classified advertisements from a newspaper, which is one source of job information. You will also learn about other sources of job information.
3. Write a letter of application. Although often you will go in person to apply for a job, you must sometimes send a letter of application first; and you will learn how to write such a letter today.
4. Fill out an employment application form.
5. Plan for an employment interview.

(Simulation Page 1)
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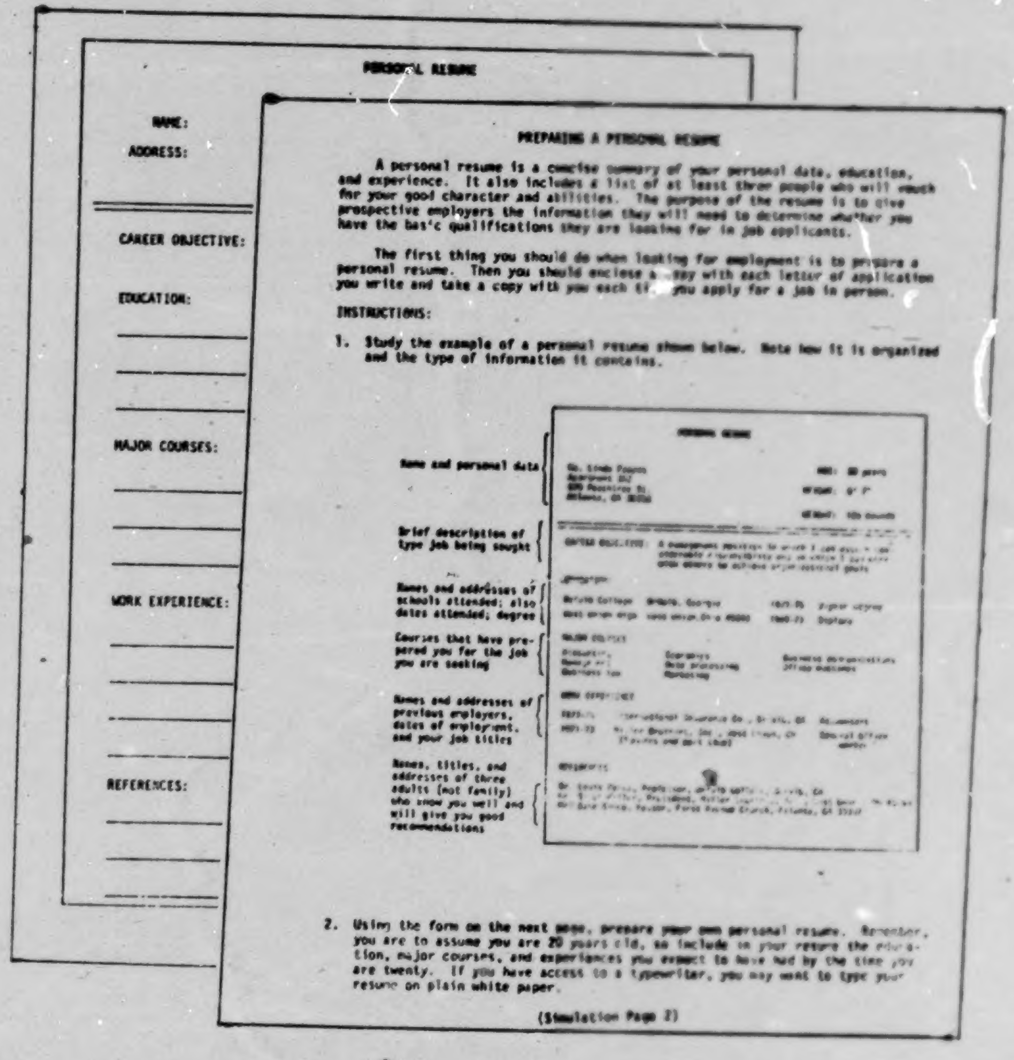
Simulation Pages 2 and 3

Check students' resumes for neatness.

Discuss the reason each type of information shown on the resumes is important to prospective employers.

Point out that a resume is also called personal data sheet, personal history, VITA, or dossier.



PERSONAL RESUME

NAME:

ADDRESS:

CAREER OBJECTIVE:

EDUCATION:

MAJOR COURSES:

WORK EXPERIENCE:

REFERENCES:

PREPARING A PERSONAL RESUME

A personal resume is a concise summary of your personal data, education, and experience. It also includes a list of at least three people who will vouch for your good character and abilities. The purpose of the resume is to give prospective employers the information they will need to determine whether you have the basic qualifications they are looking for in job applicants.

The first thing you should do when looking for employment is to prepare a personal resume. Then you should enclose a copy with each letter of application you write and take a copy with you each time you apply for a job in person.

INSTRUCTIONS:

1. Study the example of a personal resume shown below. Note how it is organized and the type of information it contains.

PERSONAL RESUME

Name and personal data

Brief description of type job being sought

Names and addresses of schools attended; also dates attended; degree

Courses that have prepared you for the job you are seeking

Names and addresses of previous employers, dates of employment, and your job titles

Names, titles, and addresses of three adults (not family) who know you well and will give you good recommendations

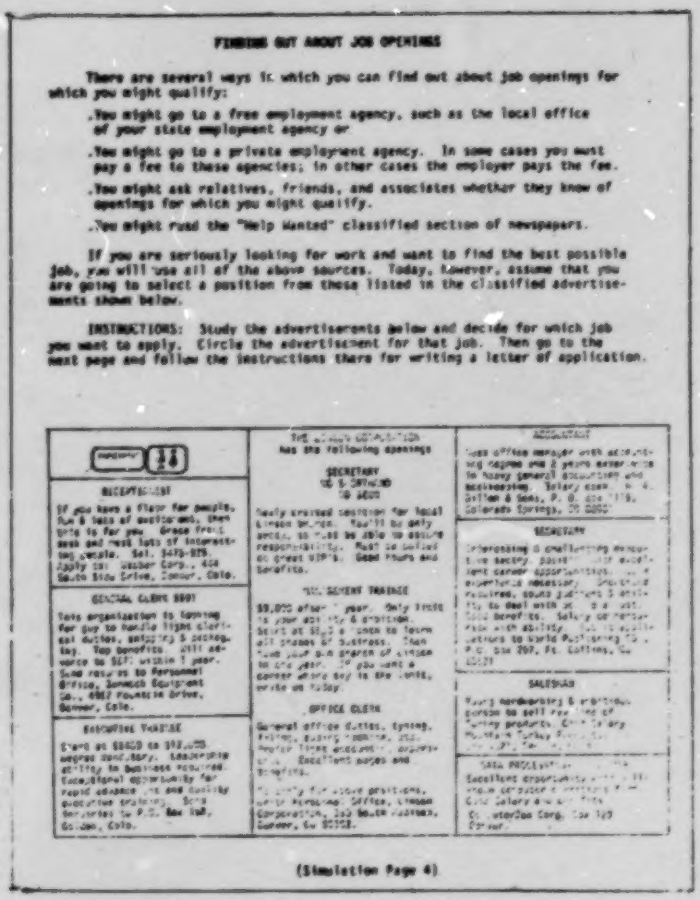
2. Using the form on the next page, prepare your own personal resume. Remember, you are to assume you are 20 years old, so include in your resume the education, major courses, and experiences you expect to have had by the time you are twenty. If you have access to a typewriter, you may want to type your resume on plain white paper.

(Simulation Page 2)

Simulation Page 4

Students are to circle the classified ads they intend to answer. Have students tell which jobs they are applying for and why they selected these jobs.

Discuss with the other sources of information about job openings (some of which are listed on Simulation Page 4). If possible, have an employment counselor from the state employment agency come to class to give a talk on "job-seeking tips."



FINDING OUT ABOUT JOB OPENINGS

There are several ways in which you can find out about job openings for which you might qualify:

- You might go to a free employment agency, such as the local office of your state employment agency or
- You might go to a private employment agency. In some cases you must pay a fee to these agencies; in other cases the employer pays the fee.
- You might ask relatives, friends, and associates whether they know of openings for which you might qualify.
- You might read the "Help Wanted" classified section of newspapers.

If you are seriously looking for work and want to find the best possible job, you will use all of the above sources. Today, however, assume that you are going to select a position from those listed in the classified advertisements shown below.

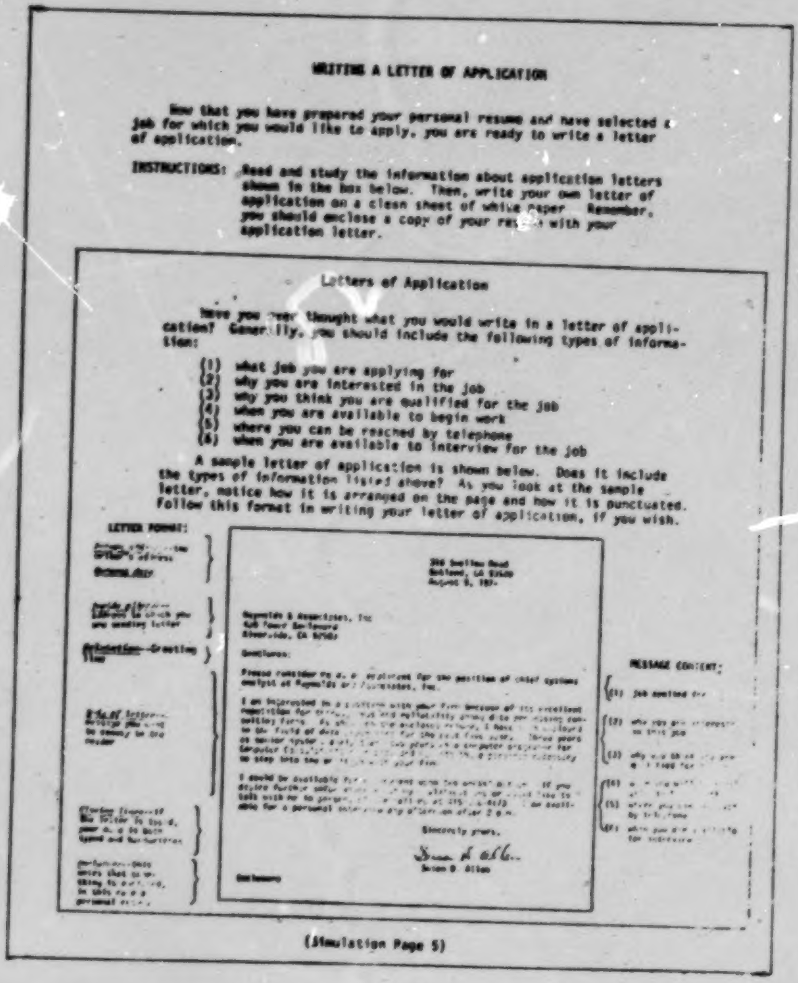
INSTRUCTIONS: Study the advertisements below and decide for which job you want to apply. Circle the advertisement for that job. Then go to the next page and follow the instructions there for writing a letter of application.

(Simulation Page 4)

Simulation Page 5:

Review students' letters of application to see that they are neatly written or typed, are written in an acceptable format, and contain necessary information.

Students might be asked to volunteer to read their letters aloud, and other students can then comment on the strong and weak features of the letters.



WRITING A LETTER OF APPLICATION

Now that you have prepared your personal resume and have selected a job for which you would like to apply, you are ready to write a letter of application.

INSTRUCTIONS: Read and study the information about application letters shown in the box below. Then, write your own letter of application on a clean sheet of white paper. Remember, you should enclose a copy of your resume with your application letter.

Letters of Application

Have you ever thought what you would write in a letter of application? Generally, you should include the following types of information:

(1) what job you are applying for
(2) why you are interested in the job
(3) why you think you are qualified for the job
(4) when you are available to begin work
(5) where you can be reached by telephone
(6) when you are available to interview for the job

A sample letter of application is shown below. Does it include the types of information listed above? As you look at the sample letter, notice how it is arranged on the page and how it is punctuated. Follow this format in writing your letter of application, if you wish.

LETTER FORMAT:

Gentlemen:

Sincerely yours,

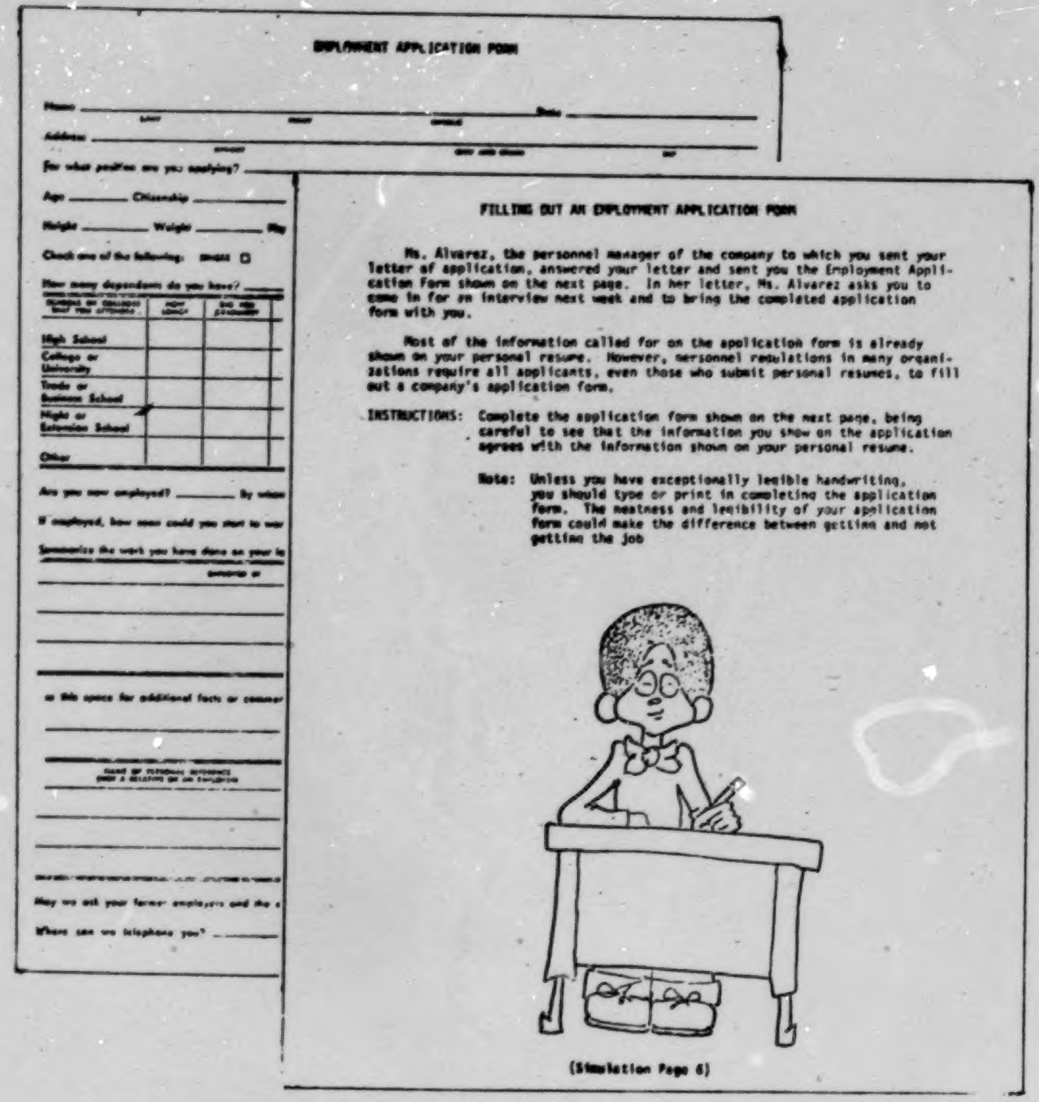
MESSAGE CONTENT:

(1) job applied for

(Simulation Page 5)

Simulation Page 6 and 7:

Check to see that students have completed their application forms neatly and completely. Discuss the importance that a neat application form might have in being selected for a job, especially a business and office job where the work will involve considerable handwriting and/or typewriting tasks.



EMPLOYMENT APPLICATION FORM

Name ______ Date ______

Address ______

For what position are you applying? ______

Age ______ Citizenship ______

Height ______ Weight ______

Check one of the following: ☐

How many dependents do you have? ______

High School		
College or University		
Trade or Business School		
Night or Extension School		
Other		

Are you now employed? ______

Where can we telephone you? ______

FILLING OUT AN EMPLOYMENT APPLICATION FORM

Ms. Alvarez, the personnel manager of the company to which you sent your letter of application, answered your letter and sent you the Employment Application Form shown on the next page. In her letter, Ms. Alvarez asks you to come in for an interview next week and to bring the completed application form with you.

Most of the information called for on the application form is already shown on your personal resume. However, personnel regulations in many organizations require all applicants, even those who submit personal resumes, to fill out a company's application form.

INSTRUCTIONS: Complete the application form shown on the next page, being careful to see that the information you show on the application agrees with the information shown on your personal resume.

Note: Unless you have exceptionally legible handwriting, you should type or print in completing the application form. The neatness and legibility of your application form could make the difference between getting and not getting the job

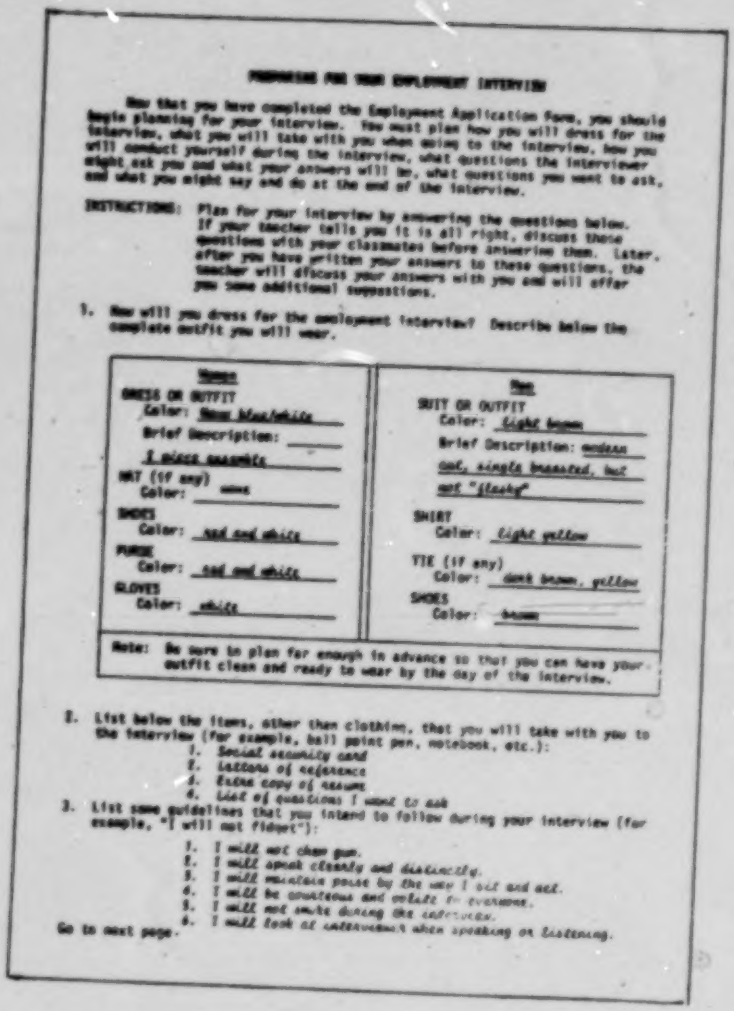
(Simulation Page 6)

Simulation Page 8:

Some suggested answers are shown as examples.

In question one, answers are illustrative only. This question should be used as the basis for a discussion of the importance of good grooming and tasteful dress in getting a job.

You will want to expand upon the answers shown here for questions 3-6.



PREPARING FOR YOUR EMPLOYMENT INTERVIEW

Now that you have completed the Employment Application Form, you should begin planning for your interview. You must plan how you will dress for the interview, what you will take with you when going to the interview, how you will conduct yourself during the interview, what questions the interviewer might ask you and what your answers will be, what questions you want to ask, and what you might say and do at the end of the interview.

INSTRUCTIONS: Plan for your interview by answering the questions below. If your teacher tells you it is all right, discuss these questions with your classmates before answering them. Later, after you have written your answers to these questions, the teacher will discuss your answers with you and will offer you some additional suggestions.

1. How will you dress for the employment interview? Describe below the complete outfit you will wear.

Women

DRESS OR OUTFIT
Color: *Navy blue/white*
Brief Description: *2 piece ensemble*
HAT (if any)
Color: *none*
SHOES
Color: *red and white*
PURSE
Color: *red and white*
GLOVES
Color: *white*

Men

SUIT OR OUTFIT
Color: *light brown*
Brief Description: *modern cut, single breasted, but not "flashy"*
SHIRT
Color: *light yellow*
TIE (if any)
Color: *dark brown, yellow*
SHOES
Color: *brown*

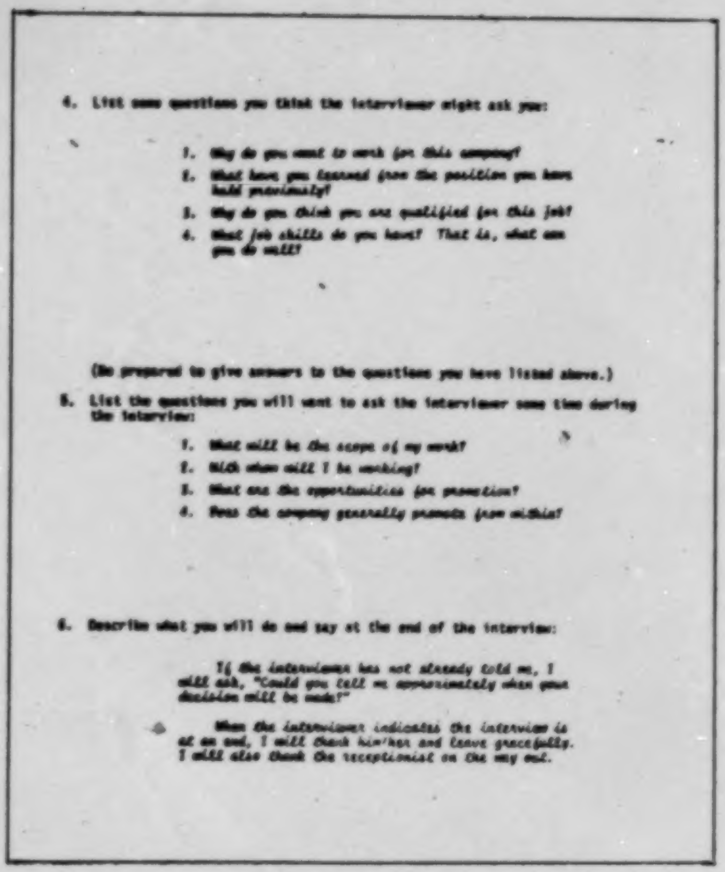
Note: Be sure to plan far enough in advance so that you can have your outfit clean and ready to wear by the day of the interview.

2. List below the items, other than clothing, that you will take with you to the interview (for example, ball point pen, notebook, etc.):
   1. *Social security card*
   2. *Letters of reference*
   3. *Extra copy of resume*
   4. *List of questions I want to ask*
3. List some guidelines that you intend to follow during your interview (for example, "I will not fidget"):
   1. *I will not chew gum.*
   2. *I will speak clearly and distinctly.*
   3. *I will maintain poise by the way I sit and act.*
   4. *I will be courteous and polite to everyone.*
   5. *I will not smoke during the interview.*
   6. *I will look at interviewer when speaking or listening.*

Go to next page.

KEY - UNIT 16

Simulation Page 9:



4. List some questions you think the interviewer might ask you:

   1. *Why do you want to work for this company?*
   2. *What have you learned from the position you have held previously?*
   3. *Why do you think you are qualified for this job?*
   4. *What job skills do you have? That is, what can you do well?*

(Be prepared to give answers to the questions you have listed above.)

5. List the questions you will want to ask the interviewer some time during the interview:

   1. *What will be the scope of my work?*
   2. *With whom will I be working?*
   3. *What are the opportunities for promotion?*
   4. *Does the company generally promote from within?*

6. Describe what you will do and say at the end of the interview:

   If the interviewer has not already told me, I will ask, "Could you tell me approximately when your decision will be made?"

   When the interviewer indicates the interview is at an end, I will thank him/her and leave gracefully. I will also thank the receptionist on the way out.

PERSONNEL OFFICE
HELP WANTED

UNIT 16

FINDING A JOB

Someday, perhaps before too long, you will begin looking for a job. Today, you will gain some experience in the procedures one goes through when looking for a job. You will learn how to:

1. Prepare a written personal resume, which is also sometimes called a personal data sheet or personal history. The purpose of the personal resume is to tell a perspective employer something about yourself and your qualifications.

2. Find out about job openings. Today, you will read the "Help Wanted" classified advertisements from a newspaper, which is one source of job information. You will also learn about other sources of job information.

3. Write a letter of application. Although often you will go in person to apply for a job, you must sometimes send a letter of application first; and you will learn how to write such a letter today.

4. Fill out an employment application form.

5. Plan for an employment interview.

PREPARING A PERSONAL RESUME

A personal resume is a concise summary of your personal data, education, and experience. It also includes a list of at least three people who will vouch for your good character and abilities. The purpose of the resume is to give prospective employers the information they will need to determine whether you have the basic qualifications they are looking for in job applicants.

The first thing you should do when looking for employment is to prepare a personal resume. Then you should enclose a copy with each letter of application you write and take a copy with you each time you apply for a job in person.

INSTRUCTIONS:

1. Study the example of a personal resume shown below. Note how it is organized and the type of information it contains.

	PERSONAL RESUME
Name and personal data	Ms. Linda Pappas Apartment 302 620 Peachtree St. Atlanta, GA 30308 AGE: 20 years HEIGHT: 5' 7" WEIGHT: 125 pounds
Brief description of type job being sought	CAREER OBJECTIVE: A management position in which I can assume considerable responsibility and in which I can work with others to achieve organizational goals
Names and addresses of schools attended; also dates attended; degree	EDUCATION: DeKalb College DeKalb, Georgia 1973-75 2-year degree West Union High West Union, Ohio 45693 1969-73 Diploma
Courses that have prepared you for the job you are seeking	MAJOR COURSES: Accounting Economics Business communications Management Data processing Office machines Business law Marketing
Names and addresses of previous employers, dates of employment, and your job titles	WORK EXPERIENCE: 1973-75 International Insurance Co., DeKalb, GA Accountant 1971-73 Miller Brothers, Inc., West Union, OH (Summers and part time) General Office worker
Names, titles, and addresses of three adults (not family) who know you well and will give you good recommendations	REFERENCES: Dr. Louis Perez, Professor, DeKalb College, DeKalb, GA Mr. Simon Miller, President, Miller Brothers, Inc., West Union, OH 4569 Mr. Bane Simco, Pastor, First Avenue Church, Atlanta, GA 30307

2. Using the form on the next page, prepare your own personal resume. You are to assume you are 20 years old, so include in your resume the education, major courses, and experiences you expect to have had by the time you are twenty. If you have access to a typewriter, you may want to type your resume on plain white paper.

PERSONAL RESUME

NAME:
AGE:
ADDRESS:
HEIGHT:
WEIGHT:

CAREER OBJECTIVE: ______________________

EDUCATION:

____

____

____

MAJOR COURSES:

______	______
______	______
______	______

WORK EXPERIENCE:

____

____

____

____

REFERENCES:

____

____

____

(Simulation Page 3)

FINDING OUT ABOUT JOB OPENINGS

There are several ways in which you can find out about job openings for which you might qualify:

- You might go to a free employment agency, such as the local office of your state employment agency.
- You might go to a private employment agency. In some cases you must pay a fee to these agencies; in other cases the employer pays the fee.
- You might ask relatives, friends, and associates whether they know of openings for which you might qualify.
- You might read the "Help Wanted" classified section of newspapers.

If you are seriously looking for work and want to find the best possible job, you will use all of the above sources. Today, however, assume that you are going to select a position from those listed in the classified advertisements shown below.

INSTRUCTIONS: **Study the advertisements below and decide for which job you want to apply. Circle the advertisement for that job. Then go to the next page and follow the instructions there for writing a letter of application.**

EMPLOYMENT

RECEPTIONIST

If you have a flair for people, fun & lots of excitement, then this is for you. Grace front desk and meet lots of interesting people. Sal. $475-525. Apply to: Webber Corp., 444 South Side Drive, Denver, Colo.

GENERAL CLERK $591

This organization is looking for guy to handle light clerical duties, shipping & packaging. Top benefits. Will advance to $671 within 1 year. Send resumes to Personnel Office, Bannock Equipment Co., 4962 Mountain Drive, Denver, Colo.

EXECUTIVE TRAINEE

Start at $8400 to $12,000. Degree mandatory. Leadership ability in business required. Exceptional opportunity for rapid advancement and quality executive training. Send inquiries to P.O. Box 158, Golden, Colo.

THE LINSON CORPORATION
has the following openings

SECRETARY
NO SHORTHAND
TO $600

Newly created position for local Linson branch. You'll be only secty., so must be able to assume responsibility. Must be poised to greet VIP's. Good hours and benefits.

MANAGEMENT TRAINEE

$9,000 after 1 year. Only limit is your ability & ambition. Start at $550 a month to learn all phases of business. Then have your own branch of Linson in one year. If you want a career where sky is the limit, write us today!

OFFICE CLERK

General office duties, typing, filing, adding machine, etc. Prefer light accounting experience. Excellent wages and benefits.

To apply for above positions, write Personnel Office, Linson Corporation, 360 South Madison, Denver, CO 80302.

ACCOUNTANT

Need office manager with accounting degree and 2 years experience in heavy general accounting and bookkeeping. Salary open. H. R. Dillon & Sons, P. O. Box 1115, Colorado Springs, CO 80901

SECRETARY

Interesting & challenging executive sectry. position with excellent career opportunities. Some experience necessary. Shorthand required, sound judgment & ability to deal with people a must. Good benefits. Salary commensurate with ability. Submit applications to World Publishing CO., P.O. box 297, Ft. Collins, CO 80521

SALESMAN

Young hardworking & ambitious person to sell new line of Turkey products. Good Salary. Mountain Turkey Products, Box 4321, Denver, Colo.

DATA PROCESSING-- PROGRAMMER

Excellent opportunity with well-known computer operations firm. Good Salary and benefits.
ComputerDex Corp. Box 129 Denver.

WRITING A LETTER OF APPLICATION

Now that you have prepared your personal resume and have selected a job for which you would like to apply, you are ready to write a letter of application.

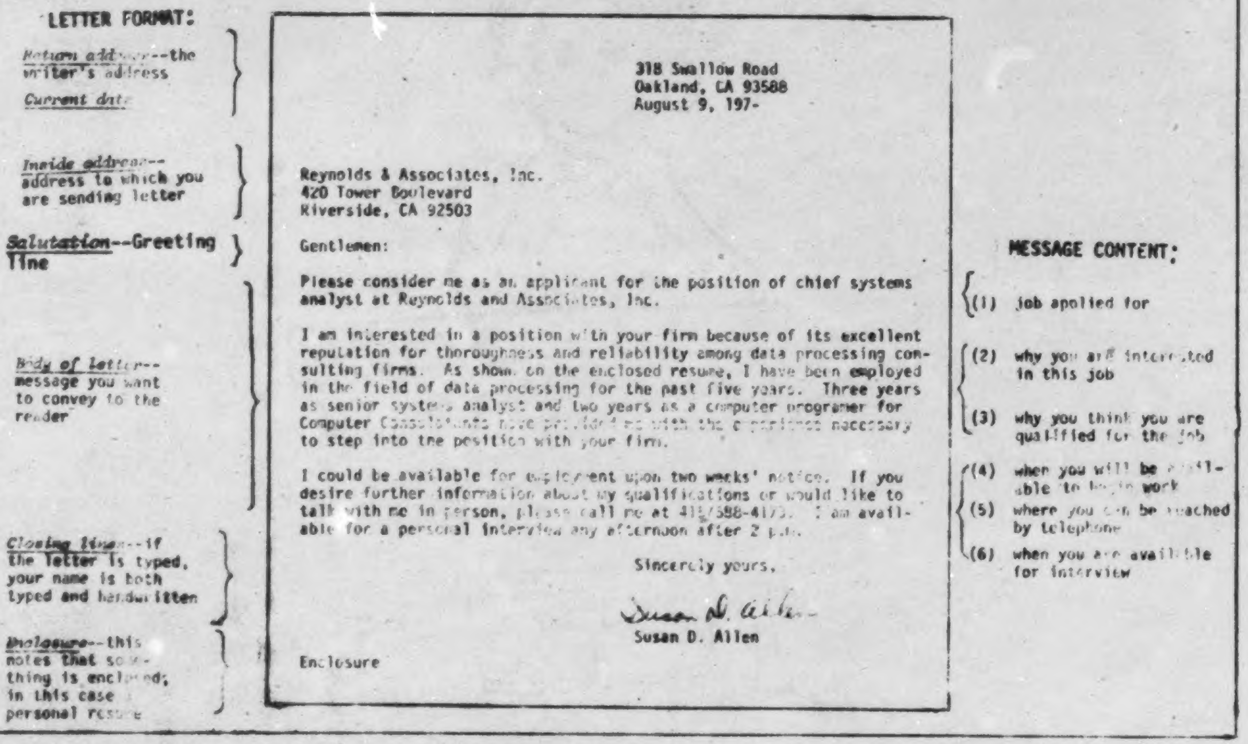
INSTRUCTIONS: Read and study the information about application letters shown in the box below. Then, write your own letter of application on a clean sheet of white paper. Remember, you should enclose a copy of your resume with your application letter.

Letters of Application

Have you ever thought what you would write in a letter of application? Generally, you should include the following types of information:

(1) what job you are applying for
(2) why you are interested in the job
(3) why you think you are qualified for the job
(4) when you are available to begin work
(5) where you can be reached by telephone
(6) when you are available to interview for the job

A sample letter of application is shown below. Does it include the types of information listed above? As you look at the sample letter, notice how it is arranged on the page and how it is punctuated. Follow this format in writing your letter of application.



LETTER FORMAT:

Return address--the writer's address

Current date

Inside address--address to which you are sending letter

Salutation--Greeting line

Body of letter--message you want to convey to the reader

Closing line--if the letter is typed, your name is both typed and handwritten

Enclosure--this notes that something is enclosed; in this case personal resume

318 Swallow Road
Oakland, CA 93588
August 9, 197-

Reynolds & Associates, Inc.
420 Tower Boulevard
Riverside, CA 92503

Gentlemen:

Please consider me as an applicant for the position of chief systems analyst at Reynolds and Associates, Inc.

I am interested in a position with your firm because of its excellent reputation for thoroughness and reliability among data processing consulting firms. As shown on the enclosed resume, I have been employed in the field of data processing for the past five years. Three years as senior systems analyst and two years as a computer programer for Computer Consultants have provided me with the experience necessary to step into the position with your firm.

I could be available for employment upon two weeks' notice. If you desire further information about my qualifications or would like to talk with me in person, please call me at 415/588-4173. I am available for a personal interview any afternoon after 2 p.m.

Sincerely yours,

Susan D. Allen
Susan D. Allen

Enclosure

MESSAGE CONTENT:

(1) job applied for
(2) why you are interested in this job
(3) why you think you are qualified for the job
(4) when you will be available to begin work
(5) where you can be reached by telephone
(6) when you are available for interview

FILLING OUT AN EMPLOYMENT APPLICATION FORM

Ms. Alvarez, the personnel manager of the company to which you sent your letter of application, answered your letter and sent you the Employment Application Form shown on the next page. In her letter, Ms. Alvarez asks you to come in for an interview next week and to bring the completed application form with you.

Most of the information called for on the application form is already shown on your personal resume. However, personnel regulations in many organizations require all applicants, even those who submit personal resumes, to fill out a company's application form.

INSTRUCTIONS: Complete the application form shown on the next page, being careful to see that the information you show on the application agrees with the information shown on your personal resume.

Note: Unless you have exceptionally legible handwriting, you should type or print in completing the application form. The neatness and legibility of your application form could make the difference between getting and not getting the job

(Simulation Page 6)

EMPLOYMENT APPLICATION FORM

Name ______________________________ Date ____________
LAST FIRST MIDDLE

Address ____
STREET CITY AND STATE ZIP

For what position are you applying? ____________________

Age ________ Citizenship ________________ Birthplace ________________

Height ________ Weight ________ Physical defects ________________

Check one of the following: SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐

How many dependents do you have? ________ What relationship? ________________

SCHOOLS OR COLLEGES THAT YOU ATTENDED	HOW LONG?	DID YOU GRADUATE?	NAME AND ADDRESS OF SCHOOL OR COLLEGE
High School			
College or University			
Trade or Business School			
Night or Extension School			
Other			

Are you now employed? ________ By whom? ________________

If employed, how soon could you start to work for us? ________________

Summarize the work you have done on your last three jobs (latest or present job first).

EMPLOYED BY	HOW LONG?	WHAT WORK DID YOU DO?

se this space for additional facts or comments about your experience. ________________

____

NAME OF PERSONAL REFERENCE (NOT A RELATIVE OR AN EMPLOYER)	ADDRESS OF REFERENCE	OCCUPATION OR PROFESSION

May we ask your former employers and the above references about your habits and personality? ________

Where can we telephone you? ________________

(Simulation Page 7)

____
YOUR SIGNATURE

PREPARING FOR YOUR EMPLOYMENT INTERVIEW

Now that you have completed the Employment Application Form, you should begin planning for your interview. You must plan how you will dress for the interview, what you will take with you when going to the interview, how you will conduct yourself during the interview, what questions the interviewer might ask you and what your answers will be, what questions you want to ask, and what you might say and do at the end of the interview.

INSTRUCTIONS: Plan for your interview by answering the questions below. If your teacher tells you it is all right, discuss these questions with your classmates before answering them. Later, after you have written your answers to these questions, the teacher will discuss your answers with you and will offer you some additional suggestions.

1. How will you dress for the employment interview? Describe below the complete outfit you will wear.

Women	Men
DRESS OR OUTFIT	SUIT OR OUTFIT
Color: ____________	Color: ____________
Brief Description: ______	Brief Description: ______
____________________	____________________
HAT (if any)	____________________
Color: ____________	
SHOES	SHIRT
Color: ____________	Color: ____________
PURSE	TIE (if any)
Color: ____________	Color: ____________
GLOVES	SHOES
Color: ____________	Color: ____________

Note: Be sure to plan far enough in advance so that you can have your outfit clean and ready to wear by the day of the interview.

2. List below the items, other than clothing, that you will take with you to the interview (for example, ball point pen, notebook, etc.):

3. List some guidelines that you intend to follow during your interview (for example, "I will not fidget"):

Go to next page

4. List some questions you think the interviewer might ask you:

(Be prepared to give answers to the questions you have listed above.)

5. List the questions you will want to ask the interviewer some time during the interview:

6. Describe what you will do and say at the end of the interview:

APPENDIX A

INTRODUCTION

The activities in this appendix are designed to provide a means by which students may examine personal beliefs, attitudes, values, and goals. Each section may be given to students as a packet or broken down into individual activities.

While working with this appendix, keep in mind that there are no right or wrong answers. The sole purpose of the activities is to provide students with an opportunity to evaluate themselves in a nonthreatening atmosphere.

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Transparency Original A-6

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Decision-Making A-13
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Conflict Resolution A-16
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What Would I Like To Do? A-20
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SECTION I

VALUES

A value is a belief. It is part of our internal logic system that determines the concept that we have of ourselves and others. A value is nonjudgmental in itself in that it is primary to the information system that we learn through socialization and personal experiences.

Just as each person's behavior differs from that of others, so do our values. Although some values, such as honesty and good health, are universal, other values may change due to individual growth or changes in society.

The activities in this unit are exploratory in nature and are designed to help students develop personal awareness.

During class, have students read the handout, "Values and You," and then guide a discussion on the implications of valuing. It should be brought out that it is easy to understand our behavior and goals after we have identified and analyzed our value structures. Maintain a nonjudgmental atmosphere in the classroom. Tell students that there are no right or wrong answers to the questions listed on the activity sheets.

Optional activities for discussion or class projects are listed on page A-5 of this section.

STUDENT HANDOUT

VALUES AND YOU

The activities in this section are designed to help you examine the traits and values which make up your personality. It is important for you to remember that there are no right or wrong answers to the questions and other exercises listed on pages A-3 and A-4 and that honest answers will allow you to realistically see your whole potential.

Part of being an individual is that you are different; and because you are different, you will respond to the activities in ways that are uniquely your own. Some of your answers will be similar to those of your friends; but if the career choices, family backgrounds, and personal experiences of all of you are not the same, many of your answers will differ.

Definition of a Value:

A value is a belief. For example, the decision to use returnable or non-returnable bottles is based upon the values we place on ecology.

We are not born with values, but it isn't long afterwards that we begin to develop values. We develop values about education, recreation, work, and so on, from our parents, friends, brothers, sisters, teachers, politicians, and many others. We also learn about values from our own experiences. Some values change as we grow older. Many young children feel that their family and friends are most important to them; during later years, they may value independence more highly.

During class discussions and as you complete the exercises in this section you should find that your values determine what you think of yourselves and others and that they play an important role in the decisions you must make every day.

STUDENT HANDOUT

VALUE SALE

If you were given $200 and were asked to buy those things that are most important to you, which of the following items would you buy? Fill in the amount of money that you would spend on each item. Write a "0" on the line opposite an item which is not important to you. You may fill in as many blanks as you desire, but you must spend your full $200.

To be a president ____________________
To be a professional sports player ____________________
To have a beautiful home ____________________
To have faith ____________________
To be the wealthiest person in the world ____________________
To be attractive ____________________
To have a good body build ____________________
To care for others ____________________
To be happy with yourself ____________________
To have a perfect romance ____________________
To help others ____________________
To have a close family relationship ____________________
To have close friends ____________________
To have the profession of your choice ____________________
To be your own person ____________________
Other:____________________ ____________________

An item may represent different values to different people. On the lines below, list the items you have purchased and match them with a value you think they represent. For example: president--power; romance--love: Remember, there are no right or wrong answers.

1.____________________ -- ____________________
2.____________________ -- ____________________
3.____________________ -- ____________________
4.____________________ -- ____________________
5.____________________ -- ____________________

STUDENT HANDOUT (continued)

6.____________________ -- ____________________

7.____________________ -- ____________________

8.____________________ -- ____________________

9.____________________ -- ____________________

10.____________________ -- ____________________

QUESTIONS

1. Are there any items that you did not want to buy? Why not?

2. How hard are you willing to work for the items you selected? How would you go about getting them?

OPTIONAL ACTIVITIES

1. CLASS DISCUSSIONS

a. Have students discuss how values have changed in our society. For example--athletics, women's roles, job discrimination, age, sex, male-female work roles, etc.

b. Have students watch TV, read papers and magazines, and bring to class, for discussion, any articles that they find which are discriminatory.

c. Have students list and discuss the values which are important to the job they are studying.

d. Choose descriptive pictures out of books or magazines and ask the class what values they represent.

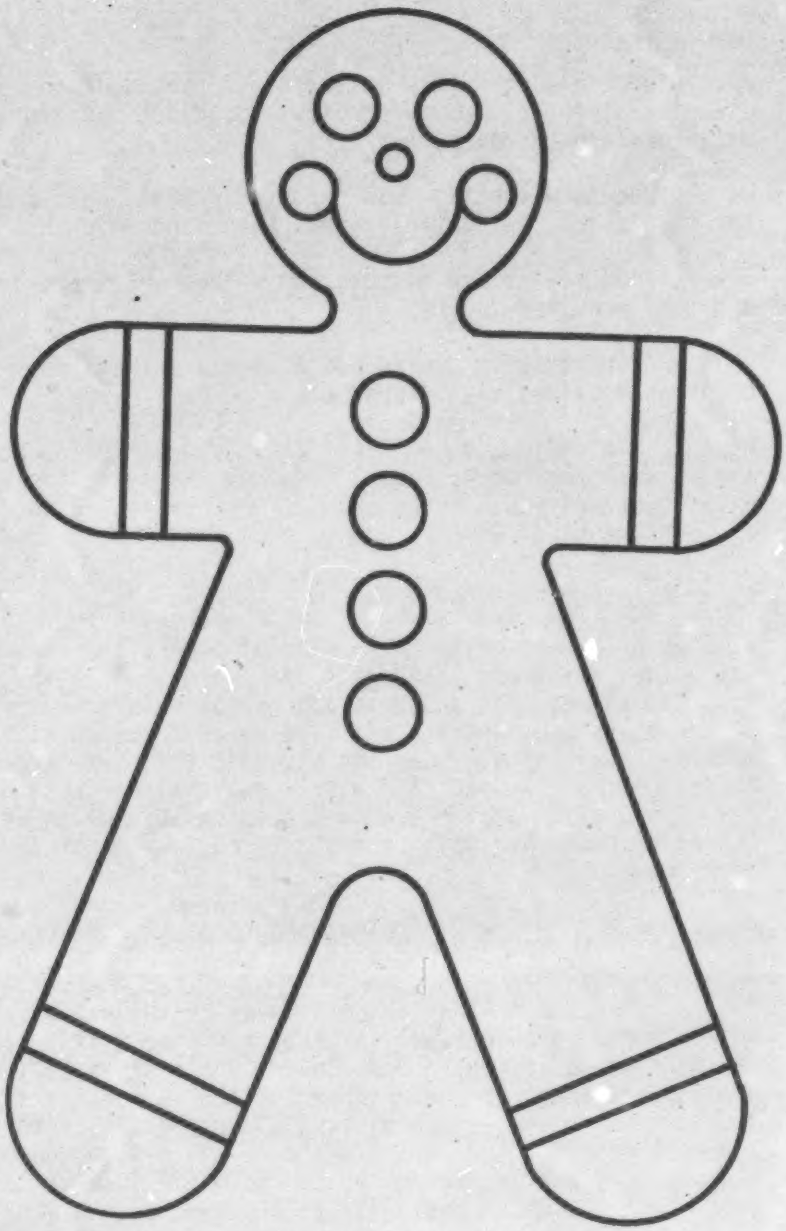
e. Have students discuss how they each have values and how these values affect what they say and do. This may extend to ideas which they may have about critical issues such as war, crime, advanced age, etc.

2. CLASS PROJECTS

a. Have each student write, on a slip of paper, the name of an animal which they think best represents the values which they hold, and then list the values. If students approve of this activity, have members of the class use separate slips of paper to match each of their classmates with an animal. Caution students that they are not to discuss their impressions with each other, and they are not to be vindictive. Tell them, also, that the comments which they write will not be discussed in class and will be distributed to each of them in a sealed envelope.

After students write their impressions of each other, sort, and distribute the comments to students in sealed envelopes.

b. My Values--Guide a class discussion as to the values students think an individual should have. As they are given, list the values on the chalkboard so that group consensus can be established. Make and project a transparency of Figure 1 (shown on the next page) and ask students where they would place the first value on this picture. Use a grease pencil to write the value on the designated place. Ask where they would place the second value and write this value on the figure. Continue the process until all values have been placed.



SECTION II

SELF AWARENESS

The activities in this section are designed to help students become more aware of the characteristics that make up their personalities.

In the first activity, page A-8, students are asked to check the traits that they see in themselves. After students have completed the Personality Trait Inventory, encourage them to review the items they have checked and to use these traits to describe their personalities.

In the second activity, page A-9, students are asked to answer questions about the types of persons they are and the types of persons they would like to be.

The third and last activity of this section is a transactional analysis exercise. This exercise is designed to focus on the life positions established by Thomas Harris in his book, I'm Okay, You're Okay. The purpose is to acquaint students with the four life positions defined by Dr. Harris and to help them analyze certain situations in their own lives according to the life positions. Ideally, people should function in the I'm Okay, You're Okay position, but many situations do not promote this atmosphere. This exercise will allow students to become aware of what positions they are working from in their own lives. These positions are not absolute. Individuals can change their life positions when they are aware of themselves.

PERSONALITY TRAIT INVENTORY

Many traits make up your personality. It is the combination of these traits that gives you your own unique personality. The following list of traits are characteristics we all have to varying degrees. Check those traits that you see in yourself. There are no right or wrong answers.

Likes to make people laugh ____
Likes to invent things ____
Likes to make up things ____
Likes to disagree ____
Likes to work with others ____
Likes to start new things ____
Is willing to wait for other people ____
Cares about others ____
Enjoys music ____
Is willing to listen to other people's ideas ____
Likes to work by yourself ____
Likes to do as many things as possible ____
Likes to meet people ____
Likes to participate in sports ____
Likes to compete with others ____
Likes to study ____
Tries to understand other people's feelings ____
Enjoys being with different types of people ____
Likes to make good grades ____

Look over the traits you have checked and try to summarize your personality in two or three brief sentences.

M E

We are all different -- yet we have similarities.

Have you ever taken time to think about yourself? Have you ever asked yourself what kind of person you are and what kind of person you would like to be? Take time now to think about yourself by answering the questions below:

1. Is it important for you to be like everyone else? Why?
2. Is it important for you to be different than your friends? Why?
3. What kind of person do you want to be?
4. Is the kind of person you want to be the kind of person you are? Why?
5. What would you have to do to be the kind of person you want to be? Is this a realistic goal for you?
6. What are the things you like most about yourself?
7. What are the things that bother you most about yourself?
8. In what ways do you think the answers to questions 6 and 7 will affect you in your job choice?
9. In what ways do you think the answers to questions 6 and 7 will affect your personal life?
10. To you, what does satisfaction mean?
11. To you, what does success mean?
12. How do you think the answers to questions 11 and 12 will affect your career choice?

TRANSACTIONAL ANALYSIS

The following list of *life positions** has been created to help you understand the roles people play. Each position stands for the way we see others in relation to ourselves.

Life Position

1. I'm Okay - You're Okay
2. I'm Okay - You're Not Okay
3. I'm Not Okay - You're Okay
4. I'm Not Okay - You're Not Okay

Show how you see your relationships with the others listed below by writing the life position number that best describes your feeling about each relationship.

Example: _1_ 0. How you get along with your best friend
_____ 1. How you get along with your parents
_____ 2. How you get along with your teacher
_____ 3. How you get along with your classmates
_____ 4. How you get along with your counselor
_____ 5. How you get along with your family
_____ 6. How you get along with your neighbors
_____ 7. How you think the teacher feels about you
_____ 8. How you think your family feels about you
_____ 9. How you feel about the police
_____10. How you feel about school in general

---

* Positions were taken from the book I'm Okay, You're Okay, by Dr. Thomas Harris.

SECTION III

DECISION-MAKING

There are many different criteria for decision-making, yet the processes remain the same throughout. This unit will aid the student in gaining a better understanding of the decision-making process. The decisions students make daily will likely be better if students replace a haphazard decision-making process with a more rational process. Point out to students that there is a distinct difference between making a decision and delaying a decision and that each of these possibilities have certain outcomes and consequences. Emphasize to students that

...they can learn to make better decisions.

...they can change their decision (it's okay)

...they may postpone some decisions.

...the best decision for one situation may not be the best for a similar situation.

...everything they do, every minute they are awake involves a decision of some kind.

...decisions are based on values, goals, background, experiences, influence of others, etc.

Several activities are provided in this section to help students become familiar with the decision-making process.

DECISION-MAKING FORMAT

Think of a problem you must solve or a decision you must make in the near future. The following are steps to help you become more aware of the decision-making process. Follow these steps in solving your problem.

1. Name the problem to which you need to find a solution.

2. List as many alternatives as you can think of to solve the problem.

3. State your decision by selecting from the alternatives listed above.

4. Give the reason for your choice.

5. State all the consequences (both positive and negative) that you can think of for your decision choice.

6. Evaluate your decision choice.

7. If you could change your decision choice what would it be? Why?

Student

DECISION-MAKING

1. What do you think is the most important decision you have made in your life? Why do you think that it was the most important decision?

2. Were you happy with your decision? Why?

4 . What are the three (3) most important decisions you think you will make in your lifetime? Why?

4. Do you think that it is important to think about your future decisions now? Why?

Student

CONNIE'S STORY

I finished my eye make-up and looked at myself in the mirror. "Not bad," I thought. I always try to take care to dress in style and to be attractive, but not to be too fancy. My make-up is just right for my features because my older sister, who is a beautician, showed me how to do it best for me. So many of my friends use too much or none at all or don't use it to accent their features to be as pretty as they could be. Not that I'm a raving beauty, but I'm not ugly either. I think being healthy makes alot of difference in the way you look. Sometimes I think my eyes are too close together or that I might be too fat or too skinny or not shaped right. Sally, my sister, said she thought that when she was thirteen too, and she says everyone does, even adults. Still I wonder sometimes if I'm not the only one in the world that feels this way. I guess I like myself most of the time.

My friend Melinda is a grouch most of the time. There really isn't anything wrong with her except the way she sees herself. If she would just be OK with herself she would be OK with others I guess. It's not like she has a chip on her shoulder,its more like she thinks everyone else does. It would be easier to be friends with her, anyway, if she weren't so uptight.

It's almost time to leave for Hillside Park for the dance, and I don't want to be late as Jane and Karen are waiting for me. They are my best friends and we really enjoy just hanging around together. Sometimes parents don't understand that we aren't getting into trouble just because we don't have something special to do, though.

This is what happened one of those times. Mom and Dad were both sitting in the living-room when I came to say good-by. First mom jumped me with her question, "Where do you think you're going? Who are you going with?" Practically before I could answer, Dad piped in saying "Why do you have all that junk on your eyes? Your pants are too tight!" Before I knew it we were in another big fight, until finally mom said I could go.

- - - - - - - - -

"I just don't think Connie should go out so often."

"Well, Bill, she does behave nicely most of the time and she takes care of her work around the house. I'm ashamed that I asked her those things in a suspicious and angry way. I think I should know where she is going and who she's going with, but I don't need to ask in that way. I'm just worried. But there are a lot of things that could happen to a girl."

"To a boy, also. When I was young, my father was always afraid that I would get hurt so he hollered at me when I wanted to go out. I guess I just passed that on to Connie."

"Maybe we could try a little harder to not react so quickly to her."

"I still wish she would ask us instead of telling us what she was going to do. If we could say that to her without a hot battle, we could have a lot more smiles around here."

CONNIE'S STORY CON'T

"We don't try. Lets promise ourselves not to get angry and really try to talk with Connie so all of us know where we stand."

- - - - - - - -

I went to the park to meet Karen and Jane. They asked me why I was always late, and I told them the same old story. Jane said that she had a hassle at her house also, but Karen never seemed to have problems with her parents.

She said, "Yeah, well I do have hassles sometimes, but we get along pretty well. One thing I found that seems to help that I didn't know before when we always fought, was that now I ask in advance, if I know soon enough, so they don't have to decide right that instant. I do my work around the house and we sit and talk about things. Mom and Dad ask some dumb questions sometimes, like about boys and dope and things, but I try to be honest with them. I think they trust me. Do your parents trust you Connie?"

"I don't think so but they should. I never get in trouble, so why shouldn't they?"

"Mine don't trust me," Jane said, "And I haven't been a problem for them either!"

Karen smiled and said," I don't think I can promise you it will work, but you could try just being straight with your parents, and even if it sounds wierd to say it, I tell them I love them, and I mean it. I try to act grown-up so they treat me like that. You should at least try being different with them--more often anyway."

I don't know whether Karen was for real or not, but it would be a lot easier than hasseling. Mom and Dad will think I'm trying to trick them I bet, but maybe I'll try.

We talked about the band and then went to the pavilion to dance. It would be great if things could change.

DISCUSSION TOPICS

1. Do you have feelings about the way you look just as Connie does? How do you settle them?
2. How can you help a person be more comfortable with himself?
3. If you sometimes have problems in dealing with your parents, do you think it is because no one really tries to be honest with each other? Explain.
4. What does Connie's father mean when he says he "passed that on to Connie"?
5. Do you think that you try to be understanding?
6. Do you think you go out enough? How much is enough? How much is too much? Explain.
7. What does freedom mean to you?
8. What responsibility do you have to others? to yourself?
9. Do you feel that you have too much responsibility or not enough? Why?
10. Are clothes, make-up, and cars, important to you? Why?

CONFLICT RESOLUTION

Conflict occurs when we have to make a choice between two or more different things. The difficulty of the choice affects how easy it is to resolve the conflict.

Examples of conflict:

1. Do I want ice cream or pie for dessert?
2. Do I want to go out with my friends or with my family?
3. Do I want to accept a late date or study for a test?

We all encounter conflicts in our lives but many of us are not aware of what is causing the problem. Let's analyze some of the conflicts that we face from day to day. Conflict is always easier to resolve when we identify the problem and the alternatives available.

Student Activity

Place a check to identify problems you often encounter:

1. What kinds of conflicts do you have:

_____ school

_____ family

_____ friends

_____ religion

_____ boyfriend, girlfriend

_____ social activities

_____ work

_____ money

2. Do you feel that you are resolving these conflicts in ways that make you feel good? Yes_____ No_____ If not, why not?

3. Have you identified the real problem? What seems to be causing the majority of your conflicts?

OPTIONAL ACTIVITIES

1. Discuss with students the large number of decisions each of us make in one day. Have students keep a record of decisions made for one day, no matter how large or how small the decisions are. The following day, each student may tell how many decisions he or she made and tell what some of the decisions were.

2. Have students read a paper, book, magazine, interview, etc., concerning a critical or controversial issue that is relevant and important to them. Have them use the "decision-making format" described in this section to work through the decision-making process.

3. Have the students read a biography or autobiography of their choice. Ask them to make a list of three (3) or more decisions that the person described in the book made in his lifetime. Have students tell what the person saw as his most important decision. Note: Important decisions to one may not be important decisions for someone else.

4. Discuss decision-making in terms of values. Values influence decisions. For example, "Should I buy a fancy status car or an economy car?" Economy vs. status in a value, and your values in this area will influence your decision concerning which car to buy.

SECTION IV

CAREER AWARENESS AND WORK VALUES

Students should be made aware that values play a great part in attitudes about job success and job satisfaction. Ideally, one might have a high degree of both job success and job satisfaction; however, this is not always the case. The continuum below reflects the various job satisfaction-success situations possible:

High job satisfaction and high success
High job satisfaction and low success

Low job satisfaction and high success
Low job satisfaction and low success

Point out to students in discussion that an unpleasant type job may be quite well-paying and that some people may be happy doing this type work even though it does not fit social definitions of success. For other people, working conditions and the type work they do are more important than monetary rewards.

The activities in this section are designed to help students begin to think about their work values and to begin asking themselves in what types of careers they will be happy.

WORK VALUES

Select five work values especially important to you and list them in their order of importance. Tell why each work value is important to you.

Work Values

Salary
Praise
Job Satisfaction
Job Success
Location
Fringe Benefits
Distance from Home
Work Hours
Flexibility on the Job
Promotion Opportunities
Status
Power
Diversity of the Job
Challenge
Adventure

Work Values Especially Important to me:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

Do the values you have selected match the values of the job you might be interested in? Which ones do? Which ones don't? Will this make a difference in your career selection? Why?

WHAT WOULD I LIKE TO DO?

1. If you had to make a career choice at this time, what would your first three (3) choices of a career be? Why?

2. What things would you have to do to enter these careers? (Include discussion of education, training, etc.).

3. What characteristics do you feel you have that will help you to be successful in these careers? Why?

4. What characteristics do you think will hinder your success in these careers? Why?

5. Do you think that you can develop the skills and knowledge needed for these career choices? Why?

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Student

JOB CHOICE

Match the following list of occupations with job characteristics. You may put as many numbers per item as you feel fits the occupation.

electrician ____________________
doctor ____________________
farmer ____________________
accountant ____________________
scientist ____________________
banker ____________________
laborer ____________________
teacher ____________________
nurse ____________________
secretary ____________________
policeman ____________________
plumber ____________________
receptionist ____________________
brick-layer ____________________
sculptor ____________________
musician ____________________
clerk ____________________

1. helps others
2. makes a lot of money
3. dresses nicely
4. works with people
5. works with their hands
6. does physical labor
7. works alone
8. supervises people
9. works with figures
10. does research
11. works to better mankind
12. sets own working hours
13. is creative
14. has a head for facts
15. has to be able to write well
16. uses logic and decision making
17. demonstrates leadership ability

Do any of the occupations listed above interest you?

Which ones?

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Student

MY CAREER CHOICE

1. My three (3) career choices for a career at the beginning of the year were:

(1)____________________________________
(2)____________________________________
(3)____________________________________

2. My three (3) career choices now are:

(1)____________________________________
(2)____________________________________
(3)____________________________________

3. My choices now are the same as or different from before because:

4. The things that helped me most in the career education course this year were:

5. The things I liked most about career education were:

APPENDIX B

GUIDELINES FOR CONDUCTING FIELD TRIPS

GUIDELINES FOR CONDUCTING FIELD TRIPS

The field trip can be exciting and a valuable learning experience for students. By actually seeing and talking with people at their jobs, students begin to get a realistic view of occupations, including the work performed in those occupations. A well-planned and well-organized field trip will bring to life for students the knowledge that they have acquired through in-school career education activities. The following guidelines were prepared to make it easier for you to plan and conduct a field trip and to plan your post-field trip activities. A Field Trip Checklist is provided on page B-3.

PLANNING GUIDELINES

Initial Planning

1. Obtain tentative permission from your school principal for the trip.

2. Decide with students the purpose of the proposed field trip. Discuss with students the reason for taking the trip. *Be sure to let students know that the trip is only tentative until permission has been secured from people from the site to be visited, from the principal, and from parents.*

3. Select with students the site to be visited. *Decide also upon alternative sites in case permission is not granted by people at the first-choice site.*

4. Contact the site to be visited to secure permission to visit. *Explain the purpose of the trip, the number and average age of the students who will visit, and the type of information students wish to receive--including the types of things you would like students to see. Caution: Students are not likely to comprehend too much information or adequately internalize their experiences if you try to cover too much in one trip.*

5. Obtain final, written permission from your school principal for the trip. *A sample permission form is shown on page B-5.*

6. Obtain written permission from parents to take students on the field trip. *A sample permission form is shown on page B-6.*

7. Notify teachers of students' other classes and, if necessary, have students obtain permission slips from teachers whose classes they will miss.

8. Arrange adequate transportation for the people going on the trip. If district insurance allows, students may be carried in private cars; however, a school bus generally offers a more practical method of transportation since all students will be in one group and the adult leaders will not be required to drive.

9. Encourage parents to come along as adult leaders. *The adult leaders should be told the purpose of the trip and should be given--in writing--a schedule of events and a list of their duties during the trip.*

Student Orientation

10. Discuss again with students the purpose of the trip and--

    - *Explain how transportation, meals, and time schedules will be organized.*
    - *Explain safety precautions and the behavior expected of students during the trip.*
    - *Answer any questions the students have concerning the trip.*

11. Encourage students to tell what they expect to see or learn on the trip. *Make a list on the chalkboard of the things they name; save this list and review it after the trip is complete.*

12. Provide students with references that describe the organization or the type of organization, business, or industry to be visited. *Discuss the information in these references, including the type of work students are likely to see performed while on the field trip.*

Conducting the Trip

13. Make sure that all students can see and hear during the trip. *It is your responsibility to ensure that all students get as much as possible from the field trip experience.*

14. Ask leading questions of the on-site persons who are being observed (where possible) if the students do not ask questions. *Students may be shy about asking questions of adult strangers. Thus, you may break the ice by asking questions. Be sure students have opportunity to ask questions or talk about what they see during the trip.*

Post-Field Trip Activities

15. As soon as possible after the trip, discuss with students what they learned on the trip. *Some sample discussion questions are shown on page B-4. Refer to students' pre-trip expectations. (See item 11 above.)*

16. Evaluate the trip. *How did the trip benefit the students? To what extent did it accomplish our objectives? You should keep a log of field trips (including name and telephone number of your contact person at the site) for information in planning future trips. The log should contain a brief evaluation of the trip and suggestions for changes in procedures--if deemed desirable--on the next trip.*

17. Send letters to your contact person at the site visited and to the adult leaders thanking them for their help. *The letters might be prepared and signed by the students.*

FIELD TRIP CHECKLIST

This check list is designed to help you remember to take all the necessary steps in planning, conducting, and following-up your field trip.

BEFORE THE TRIP *Check when complete*

1. Obtain tentative permission from principal ______
2. Discuss with students the purpose of the trip ______
3. Select site to be visited ______
4. Obtain permission from site to be visited ______
5. Obtain written permission from principal ______
6. Obtain written permission from parents ______
7. Notify other teachers of students (if necessary) ______
8. Arrange transportation ______
9. Arrange for additional adult leaders ______
10. Discuss again with students the trip's purpose ______
11. Discuss with students all arrangements ______
12. Discuss with students safety precautions and behaviors expected while on trip ______
13. Encourage students to tell what they expect to see or learn while on the trip ______

AFTER THE TRIP

13. Discuss the trip thoroughly ______
14. Evaluate the trip and enter in a "field trip log" ______
15. Write and mail thank-you letters ______

SUGGESTED DISCUSSION QUESTIONS
for
POST-FIELD TRIP DISCUSSION

1. What different types of occupations did we observe on the trip? (List on chalkboard.)

2. (Ask the following questions concerning each occupation.)

   .What are the principal duties of the people in this occupation?

   .Are most of the duties of the person in this occupation people oriented, product oriented, or idea oriented?

   .What are the working conditions like for people in this occupation? (e.g., crowded, safe, noisy, pleasant, etc.)

3. What did we learn from this trip that we didn't know before?

4. Did any of the occupations especially interest any one of you? If so, in which occupation were you especially interested? Why did it especially interest you?

5. What are the advantages of each occupation we saw? The disadvantages?

6. Was the trip worthwhile? Why?

7. How can a field trip such as this one be improved?

SAMPLE SCHOOL PERMISSION FORM

____________________ Junior High School

____________________ (Teacher/Supervisor) Sponsoring Trip

__________ (Date)

____________________ (Group)

__________ (Number)

____________________ (Destination)

____________________ (Purpose)

____

____

__________ (Date of Trip)

__________ (Leave Time)

__________ (Return Time)

____________________ (Means of Transportation)

____________________ (Insurance Coverage)

No ☐
Yes ☐
Type: __________
____

____________________ (Approval)

__________ (Date)

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SAMPLE PARENT PERMISSION SLIP

____
Junior High School

Dear Parent:

A field trip is planned to _______________

by _______________ on _______ from _______ to _______
(Class/group) *(Date)* *(Departure time)* *(Return time)*

_______ for the purpose of _______________

____

_______________.

Means of transportation: _______________

Type of Insurance Coverage _______________

If your son/daughter has your permission to participate in this trip, please complete the slip below and return it to me by _______________.

____
(Teacher/Supervisor) Sponsoring Trip

____
(Date)

- -

____
(Date)

_______________ has my permission to visit

____
(Place of trip)

on _______________ from _______________ to _______________.
(Date of trip) (leave) (return)

____
(Parent's Signature)

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APPENDIX C

GUIDELINES FOR CONDUCTING INTERVIEWS

INTERVIEW GUIDELINES

An excellent way to provide students with accurate information about various occupations is to have the class interview employed workers. The following procedures are suggested for arranging and conducting class interviews:

PROCEDURES

1. Pre-planning

   a. Invite a guest interviewee to the school after receiving approval of his or her employer. Tell the interviewee not to prepare a speech.

   b. Discuss with students the occupation of the person to be interviewed. Prior to the day of the interview, students should suggest questions to be asked of the interviewee, with the teacher or a student writing the questions on the chalkboard. Have each student copy the list on note paper, adding others that occur to them. Students should have their lists of questions before them at the time of the interview.

   c. Stimulate student interest by asking students to tell beforehand how they think the employees will respond to questions such as:

   --What activities do you perform in a normal day?

   --What do you like, dislike, about your job?

2. Activity

   a. Introduce (or ask a student to introduce) the guest, giving his or her title and organization. Write this information on the chalkboard.

   b. Ask interviewee to answer questions briefly and honestly, explaining that any question may be rejected merely by saying "Next question."

   c. Students conduct interview by asking the employee questions from the prepared list. The teacher does not participate in the questioning nor add to the answers except to paraphrase an ambiguous or inexplicit statement or make it loud enough for all to hear (always asking, "Did I correctly repeat what you said?"). The teacher must refrain from reaction, comment, or interpretation, even if the employee's answers conflict with every principle and practice the teacher has ever taught. For this reason, no single interview will completely accomplish the purpose of this activity.

d. When the class has no further questions, thank the interviewee.

FOLLOW-UP

1. Have the class send a letter of appreciation to the interviewee and a copy to his or her immediate superior.

2. Suggest to students that they keep a private log of "surprises" resulting from the interviews. Students should not comment on or criticize the interviewee.

3. At the end of the year, students should consult their notes on the interviews and their logs of "surprises," and evaluate the series of interviews. Point out that every individual job, including those the students have not learned about, have unexpected aspects, but together they give a true picture of business employment.

RELATED ACTIVITY

Set up an interview or series of interviews with the employer(s) of one or more of the interviewees so that students can compare the employer's vs. the employee's version of what the boss expects, what the employee's duties are, and how well the employee performs the duties.

SAMPLE INTERVIEW GUIDE

1. What schools did you attend?

2. Did you graduate? Drop out? When?

3. What was your first job?

   . How did you get it?
   . What did you like best about it? Least?
   . How long were you there?
   . Why did you leave?

4. What was your next job? (Same questions as above. Repeat for all subsequent jobs.)

5. Regarding the present job, ask:

   . What time did you go to work this morning?
   . What was the first thing you did?
   . How long did that take?
   . What did you do next? (Repeat through the entire day.)
   . Did you do anything yesterday that was different from what you did today?
   . How about the day before yesterday? Last week? Last month?
   . What else do you do on your job?
   . Of all these duties, which ones take most of your time?

6. What is the usual range of starting salary in jobs like yours? What kind of pay increases can be expected?

7. What kinds of benefits does your job offer in addition to salary?

8. What qualifications do you need to get the job?

   . Age?
   . Marital status?
   . Sex?
   . Weight?
   . Language skills?
   . Apptitudes?
   .Other physical characteristics?
   .Licenses?
   .Unions?
   .Tools?

9. What minimum training and preparation are required? What is the length of training? What is the cost of training? Is any part of training paid by employer? What are the approved schools?

10. What is the ratio of supply to demand for workers in your field? What is the outlook for future employment? For advancement? What other kinds of jobs can your job lead to?

11. What are the hours of work? Do you work overtime? Evenings? Sundays? On holidays? Does your job involve after-work requirements?

12. Is the work steady or seasonal? Are there any health or safety hazards? What are the prospects for marriage through job-related contacts?

13. How well do you get along with your superior?

14. How well do you get along with people who work under your direction?

15. What do you like or dislike about your job?

16. What kind of personal satisfaction do you get from your job?

17. How does your work contribute to the production or success of the organization?

18. Do you think there is anything we should have asked that we didn't? Is there anything you want to ask us?